Institutional Planning And Effectiveness Document

2009-2010

Pearl River Community College

Poplarville-Hattiesburg-Waveland Mississippi

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Pearl River Community College

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Pearl River Community College

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2009 – 2010

Table of Contents

Introduction

Mission Statement and Strategic Goals

Strategic Planning

Institutional Effectiveness Planning and Evaluation Calendar
Annual Planning and Evaluation Cycle

Schedules of Personnel Evaluations and Surveys

Major Committee Objectives and Accomplishments

Organizational Charts

Fall Assessment Charts

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

Program Review

Appendices

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

Introduction

INTRODUCTION

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

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

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

Personnel evaluations also play a major role in evaluating and improving educational activities at Pearl River Community College. Faculty members are evaluated by students each Fall Semester. Evaluations by supervisors occur annually for employees with fewer than six years of experience at Pearl River Community College, at least every two years for employees with at least six years, but fewer than ten years, of experience at Pearl River Community College, and every three years for employees with ten or more years experience at Pearl River Community College. Both the supervisor and the student evaluation results are used by the supervisor when meeting with individual faculty members to discuss the evaluation of the faculty member. Areas for improvement are noted on the evaluation form, and a plan for correcting deficiencies is discussed and documented on the evaluation form. Results from the previous year are compared to results from the current year in order to ensure that needed improvements or modifications in specific areas have been accomplished. A follow-up of faculty performance when indicated by the evaluation is scheduled by the supervisor. Also, it should be noted that the same cycle for evaluation is used for supervisors by personnel reporting to them. Results are compiled and used in

planning for improvements. Faculty and staff development opportunities are often based on recommendations resulting from this evaluation process.

Institutional Research, an integral part of the College's planning and evaluation process, is an important responsibility of personnel in several offices and is coordinated by the Institutional Research Specialist in the Office of Planning and Research. Statistics regarding demographics, transfer student data, grade comparisons, distance education, survey data, personnel evaluation data, and department/unit assessment and evaluation information are coordinated and provided to faculty, staff, and administrators by the Chief Planning Officer and the Institutional Research Specialist. Distribution of this research is accomplished through newsletters, focus group reports, program reviews, assessment charts, annual reports, State reports, and individual and group presentations. Evaluations of services provided by these offices can be found in annual assessment charts, annual personnel reviews, and survey data; therefore, improvement in services is an ongoing process.

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

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

Mission Statement and Strategic Goals

Mission Statement

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

Strategic Goals

1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.

2. To provide quality student services.

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

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

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

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

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

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

Strategic Planning

STRATEGIC PLANNING

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

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

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

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

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Goal 1: To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.

Commitment Statement:

Pearl River Community College is committed to providing accredited programs that enable students to earn Associate Degrees in Applied Science, Associates Degrees in Arts, and certificates of proficiency, to pass licensure examinations, and to gain employment in their chosen fields. Students completing these programs will express a high degree of satisfaction and will be successful in their careers and in their transfer programs.

(This commitment statement previously read: Pearl River Community College is committed to providing accredited programs that enable students to earn associate's degrees and certificates of proficiency, to transfer to bachelor's degree programs, to pass licensure examinations, and to gain employment in their chosen fields. Students completing these programs will express a high degree of satisfaction and will be successful in their careers and in their transfer programs.)

Internal Performance Indicator 1

Instructors in all academic, technical and career education programs will be evaluated yearly by students, self-evaluations, and by supervisors. Results will be used to improve instruction.

NOTE:

- **This Internal Performance Indicator is to be achieved in accordance with the Pearl River Community College Evaluation Process as revised on December 10, 2008, which reflects the following:**

    1. **Faculty, staff, and administrators who have been employed at Pearl River Community College for fewer than six years will be evaluated annually.**

    2. **Faculty, staff, and administrators who have been employed at Pearl River Community College for six or more years will be evaluated at least every three years.**

This indicator previously read:
Instructors in all academic, technical and career education programs will be evaluated yearly by students, self-evaluations, and by supervisors. Results will be used to improve instruction.

NOTE:

- *This Internal Performance Indicator was achieved in accordance with the Pearl River Community College Evaluation Process as revised on December 10, 2008, and reflects the following:*

Policy:

Pearl River Community College will periodically evaluate all personnel.

Procedure:

Schedule of Evaluations

1. *Faculty, staff, and administrators who have been employed at Pearl River Community College for fewer than six years will be evaluated annually.*
2. *Faculty, staff, and administrators who have been employed at Pearl River Community College for six or more years will be evaluated at least every three years.*

- **Assessment Results 2007-2008:**
  Instructors were evaluated by students in Fall semester 2007 and Spring semester 2008 for the 2007-2008 year.

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

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

- **Assessment Results 2008-2009:**
  Instructors were evaluated by students during the 2008 Fall Semester and 2009 Spring Semester for the 2008-2009 year.

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

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

- **Assessment Results 2009-2010:**
  Instructors were evaluated by students during the 2009 Fall Semester and 2010 Spring Semester for the 2009-2010 year.

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

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

Internal Performance Indicator 2

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

- **Assessment Results 2007-2008:** For Fall 2007 there were 717 Academic and Technical courses taught with 3 or more credit hours. Of those 455 were Academic and 262 were Technical and no Virtual courses were included. Of the 455 Academic courses, 301 (66%) were taught by full time instructors. Of the 262 Technical courses, 259 (99 %) were taught by full time instructors. The overall percentage of both taught by full time instructors for Fall 2007 is 78%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction. This information is also maintained in the Office of Institutional Research

Use of Assessment Results: The percentage of classes taught by full-time instructors has increased from 74% to 78%. Although improvement is being made in this area, review will continue.

- **Assessment Results 2008-2009:** Fall 2008 – 960 academic and technical courses with 3 or more credit hours. This included 565 academic courses and 395 technical courses (no virtual). Of the 565 academic courses, 424 (75%) were taught by full time instructors. Of the 395 technical courses, 381 (96%) were taught by full time instructors. The overall percentage of both academic and technical courses taught by full time instructors for fall 2008 is 84%.

  Breakdowns of above by campus:

  Poplarville (Main Campus)– 532 academic and technical courses with 3 or more credit hours including 325 academic courses and 207 technical courses (no virtual)
  Of the 325 academic courses, 291 (90%) were taught by full time instructors. Of the 207 technical courses, 196 (95%) were taught by full time instructors. Overall percentage of both academic and technical courses taught by full time instructors for the Poplarville Campus is 92%.

  Hattiesburg (Forrest County Center) – 287 academic and technical courses with 3 or more credit hours including 173 academic courses and 114 technical courses (no virtual)
  Of the 173 academic courses, 56 (32%) were taught by full time instructors. Of the 114 technical courses, 111 (97%) were taught by full time instructors. Overall percentage of both academic and technical courses taught by full time instructors at the Forrest County Center is 58%.

  Waveland (Hancock Center) – 44 academic and technical courses with 3 or more credit hours including 37 academic courses and 7 technical courses (no virtual)
  Of the 37 academic courses, 13 (35%) were taught by full time instructors. Of the 7 technical courses, 6 (86%) were taught by full time instructors. Overall percentage of both academic and technical courses taught by full time instructors at the Hancock Center is 43%.

  Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction.

  Use of Assessment Results: Overall percentage of classes taught by full-time instructors has increased six percentage points from 78% to 84%.

- **Assessment Results 2009-2010:** In Fall 2009 there were 983 academic and technical classes with 3 or more credit hours. This included 661 academic classes and 322 technical classes (no virtual). Of the 661 academic classes, 454 (69%) were taught by full time instructors. Of the 322 technical classes, 309 (96%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Fall 2009 is 78%.

  Breakdowns of above by campus:

  Poplarville (Main Campus) - There were 609 academic and technical classes with 3 or more credit hours including 405 academic classes and 204 technical classes (no virtual)
  Of the 405 academic classes, 365 (90%) were taught by full time instructors. Of the 204 technical classes, 193 (95%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors for the Poplarville Campus is 92%.

Hattiesburg (Forrest County Center) – There were 332 academic and technical classes with 3 or more credit hours including 214 academic classes and 118 technical classes (no virtual) Of the 214 academic classes, 73 (34%) were taught by full time instructors. Of the 118 technical classes, 116 (98%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Forrest County Center is 57%.

Waveland (Hancock Center) – There were 42 academic and technical classes with 3 or more credit hours including 42 academic classes and 0 technical classes (no virtual). Of the 42 academic classes, 16 (38%) were taught by full time instructors. Of the 7 technical classes, 6 (86%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center 38%

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction.

Use of Assessment Results: Overall percentage of classes taught by full-time instructors has decreased six percentage points, from 84% to 78%. This area will be reviewed.

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 2007-2008:** The accreditation of the surgical technology program at the Forrest County Center has been reaffirmed for 10 years. The reaffirmation was awarded by the Commission on Accreditation of Allied Health Education Programs, signifying that the program meets national standards. The notification follows an on-site review by commission officials and an annual report by program director, Debbie Hinton.

  In 2007 the College's Medical Radiologic Technology Program accreditation was reaffirmed by The Joint Review Committee on Education in Radiologic Technology. There were no recommendations.

  The Physical Therapist Assistant Technology program at Pearl River Community College Forrest County Center is scheduled for an on-site visit in 2008 for reaffirmation of accreditation by the Commission on Accreditation in Physical Therapy Education (CAPE) of the American Physical Therapy Association. The physical therapist assistant education program will submit a self-study prior to the on-site visit.

  The combined site visit for Dental Hygiene and Dental Assisting took place in February 2008, and the College will be notified by the Commission on Dental Accreditation of their findings.

  Source of Documentation: Offices of the Vice President for Instruction and the Dean of the Forrest County Center

  Use of Assessment Results: No improvements needed.

- **Assessment Results 2008-2009:** In 2008 the College's Surgical Technology Program accreditation was reaffirmed by the Accreditation Review Committee on Education in Surgical Technology. There were no recommendations.

In 2008 the College's Dental Hygiene Technology and Dental Assisting Technology Programs accreditations were reaffirmed by the American Dental Association. There were no recommendations.

In 2008 the College's Early Childhood Education Technology Program accreditation was reaffirmed by the National Academy of Early Childhood Programs. There were no recommendations.

Source of Documentation: Offices of the Vice President for Instruction, the Dean of the Forrest County Center, and the Director of Career-Technical for the Poplarville Campus.

Use of Assessment Results: No improvements needed.

- **Assessment Results 2009-2010:** In 2009 the College's Practical Nursing Program was granted probationary accreditation for a period of one year by the Mississippi State Board for Community and Junior Colleges. There were no recommendations for compliance with a required visit scheduled for December 2, 2010.

  Source of Documentation: Offices of the Vice President for Instruction, the Dean of the Forrest County Center, and the Director of Career and Technical Education Programs for the Poplarville Campus.

  Use of Assessment Results: No improvements needed.

Internal Performance Indicator 4

Six months after graduation, 85% of students who completed career and technical programs will be positively placed according to the State measurement definition. *(This indicator previously read: Six months after graduation, 65% of students who completed career and technical programs will be positively placed according to the State measurement definition.)*

- **Assessment Results 2007-2008:** Ninety-four and five tenths percent (94.5%) of the students who completed career technical programs were positively placed in either (a) jobs, (b) continuing education, or (c) military service.

  Source of Documentation: Offices of Career and Technical Education Programs at the Poplarville campus, the Forrest County Center, and the Hancock County Center. Offices of counselors at the Poplarville campus and at the Forrest County Center.

  Use of Assessment Results: No plan of improvement is required. This performance exceeded the required standard of the State.

- **Assessment Results 2008-2009:**

  Results will be available by October 2009.

- **Assessment Results 2009-2010:**

  Eighty-nine percent (89%) of students who completed career and technical programs were positively placed in either: (a) jobs, (b) continuing education, or (c) military service.

  Source of Documentation: Offices of Career and Technical Education Programs and counselors at the Poplarville campus and the Forrest County Center.

  Use of Assessment Results: Because programs exceeded the State requirement, Plans of Improvement were not required.

Internal Performance Indicator 5

At least eighty percent (80%) of employers attending the Pearl River Community College Career Fair on the Poplarville Campus and responding to a survey will give Pearl River Community College students a satisfactory rating regarding employability. (*This indicator previously read: Employers attending the Pearl River Community College Career Fairs will give Pearl River Community College students a satisfactory rating regarding employability.)*

- **Assessment Results 2007-2008:** Fifty-four of the 74 employers who participated in the Career Fair responded to the survey. Eighty-eight percent rated students as employable, and 12 percent were undecided.

  A hundred percent strongly agreed or agreed that students were helpful in set up and registration for the fair.

  Ninety percent agreed or strongly agreed that student participation, preparation of resumes, proper attire, and polite conduct were exhibited. Nine percent were undecided, and one percent disagreed.

  A hundred percent strongly agreed or agreed that student interest in networking with employers was enthusiastic and genuine.

  Source of Documentation: Career Fair records, Dr. Ann Moore and Dr. Joe Wesley.

  Use of Assessment Results: Dr. Wesley and Dr. Moore will encourage all participating employers to respond to the survey.

- **Assessment Results 2008-2009**: Fifty-six of the 68 employers who participated in the Career Fair responded to the survey. Eighty-nine percent rated students as employable; nine percent were undecided; two percent did not respond.

  One hundred percent strongly agreed or agreed that students were helpful in set up and registration for the fair.

  Eighty-nine percent agreed or strongly agreed that student participation, preparation of resumes, proper attire, and polite conduct were exhibited. Nine percent were undecided, and two percent disagreed.

  One hundred percent strongly agreed or agreed that student interest in networking with employers was enthusiastic and genuine.

  Source of Documentation: Career Fair records, Dr. Ann Moore, Counseling, Advisement and Placement Center Director, Poplarville Campus, and Dr. Joe Wesley, Counselor of Career and Technical Education Programs, Forrest County Center

  Use of Assessment Results: Employers will be encouraged to respond to the survey. Participating students will be encouraged to show a genuine interest, to have resumes prepared, and to dress appropriately.

- **Assessment Results 2009-2010:** Fifty-nine of the 67 employers who participated in the Career Fair responded to the survey. Ninety-four percent rated students as employable. Six percent were undecided.

One hundred percent strongly agreed or agreed that students were helpful in set up and registration for the fair.

Ninety-one percent agreed or strongly agreed that student participation, preparation of resumes, proper attire, and polite conduct were exhibited. Seven percent were undecided, and two percent disagreed.

One hundred percent strongly agreed or agreed that student interest in networking with employers was enthusiastic and genuine.

Source of Documentation: Career Fair records, Dr. Ann Moore, Counseling, Advisement, and Placement Center Director, Poplarville Campus. Dr. Joe Wesley, Counselor of Career and Technical Education Programs, Forrest County Center.

Use of Assessment Results: Employers will be encouraged to respond to the survey. Participating students will be encouraged to show genuine interest, to have resumes prepared, and to dress appropriately. Few employers participated due to the recession; therefore, more encouragement will be provided for improved attendance.

Internal Performance Indicator 6

The College will have an aggregate institutional passing rate of at least 80% for programs requiring licensure and certification examinations, and each program will reflect a passing rate of 70% or better. *(This indicator previously read: The College will have an aggregate institutional passing rate of 80% for programs requiring licensure and certification examinations and each program will reflect a passing rate of 70% or better.)*

- **Assessment Results 2007-2008:** Refer to the chart attached as Appendix A.

Source of Documentation:

Poplarville Practical Nursing	Barbara Whiddon, Chair
Forrest County Practical Nursing	Susan Bedwell, Chair
Barbering	Ola Carpenter, Instructor
Cosmetology	Delois Stovall, Instructor
Associate Degree Nursing	Peggy Dease, Director of Nursing
All others	Dr. Joe Wesley, Career Technical Counselor

Use of Assessment Results: No action needed. Prior to graduation, students are encouraged to take licensure and/or certification examinations; however, after graduation, the College has little or no influence on decisions graduates make regarding when or if they complete the exams.

- **Assessment Results 2008-2009: Refer to the Chart attached as Appendix A**

Source of Documentation:

Poplarville Practical Nursing	Barbara Whiddon, Chair
Forrest County Practical Nursing	Susan Bedwell, Chair
Barbering	Ola Carpenter, Instructor
Cosmetology	Delois Stovall, Instructor
Associate Degree Nursing	Peggy Dease, Director of Nursing

All others	Dr. Joe Wesley, Career Technical Counselor

Use of Assessment Results: No action needed. Prior to graduation, students are encouraged to take licensure and/or certification examinations; however, after graduation, the College has little or no influence on decisions graduates make regarding when or if they complete the exams.

- **Assessment Results 2009-2010: Refer to the Chart attached as Appendix A**

Source of Documentation:

Practical Nursing	Susan Bedwell, Chair
Barbering	Ola Carpenter, Instructor
Cosmetology	Michelle Patterson, Instructor
Associate Degree Nursing	Peggy Dease, Director of Nursing Education
All others	Dr. Joe Wesley, Career Technical Counselor

Use of Assessment Results: No action needed. Prior to graduation, students are encouraged to take licensure and/or certification examinations; however, after graduation, the College has little or no influence on decisions graduates make regarding when or if they complete the exams.

Internal Performance Indicator 7

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

(This indicator previously read: The cumulative grade point average of students at public universities in Mississippi who have transferred from Pearl River Community College will be higher than the cumulative grade point average of students at public universities in Mississippi who have transferred from all Mississippi public community colleges.)

- **Assessment Results 2007-2008:**

	Fall 2006	Fall 2007
PRCC transfer Term GPA	2.81	2.7
CJC transfer Term GPA	2.78	2.73
IHL Term GPA	2.79	2.79

Source of Documentation: Office of Planning and Research and Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Program Performance Indicators and Measures for 2006 and 2007 from State Board for Community and Junior Colleges.

Use of Assessment Results: As indicated in the chart above, for Fall 2006 the cumulative grade point average of students at public universities in Mississippi who have transferred from Pearl River Community College (2.81) is higher than the cumulative grade point average of students at public universities in Mississippi who have transferred from all Mississippi public community colleges (2.78). The results for Fall 2007 indicates that the cumulate grade point average of students at public universities in Mississippi who have transferred from Pearl River Community College (2.7) is slightly lower than the

cumulative grade point average of students at public universities in Mississippi who have transferred from all Mississippi public community colleges (2.73).

- **Assessment Results 2008-2009:**

	Fall 2006	Fall 2007	Fall 2008
PRCC transfer Term GPA	2.81	2.7	2.72
CJC transfer Term GPA	2.78	2.73	2.70
IHL Term GPA	2.79	2.79	2.79

Source of Documentation: Office of Planning and Research and Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Program Performance Indicators and Measures for 2008 from State Board for Community and Junior Colleges.

Use of Assessment Results: No action needed.

- **Assessment Results 2009-2010:**

	Fall 2007	Fall 2008	Fall 2009
PRCC transfer Term GPA	2.7	2.72	2.72
CJC transfer Term GPA	2.73	2.70	2.74
IHL Term GPA	2.79	2.79	2.80

Source of Documentation: Office of Planning and Research and Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Program Performance Indicators and Measures for 2009 from State Board for Community and Junior Colleges.

Use of Assessment Results: No action needed.

Internal Performance Indicator 8

Analysis of student learning outcomes in courses included in the Quality Enhancement Plan will show improvement in comparison to student learning outcomes in similar courses not included in the Quality Enhancement Plan.

- **Assessment Results 2007-2008:** The final examination which encompasses all student learning objectives reveal the Quality Enhancement Plan College Algebra and Intermediate Algebra courses scored similar to the traditional College Algebra and Intermediate Algebra courses as indicated in the following:

Fall 2007 Final Examination average: College Algebra	QEP	77.19	Traditional	70.24
	Students	156		155
	SD	16.53		16.04
Fall 2007 Final Examination average: Intermediate Algebra	QEP	69.36	Traditional	68.08
	Students	47		114
	SD	19.81		17.97

Spring 2008 Final Examination average: College Algebra	QEP	73.43	Traditional	69.56
	Students	183		52
	SD	15.13		13.67
Spring 2008 Final Examination average: Intermediate Algebra	QEP	70.60	Traditional	70.60
	Students	30		83
	SD	15.97		15.96

Source of Documentation: Office of QEP chair

Use of Assessment Results: Continued assessment of Quality Enhancement Plan results. Additional data will be collected as the QEP is continued and expanded.

- **Assessment Results 2008-2009:**

Fall 2008 Final Examination average: College Algebra	QEP	72.54	Traditional	76.81
	Students	328		101
	SD	18.27		14.6
Fall 2008 Final Examination average: Intermediate Algebra	QEP	61.15	Traditional	60.32
	Students	109		219
	SD	23.16		23.58
Spring 2009 Final Examination average: College Algebra	QEP	70.95	Traditional	58.58
	Students	266		58
	SD	20.23		15.84
Spring 2009 Final Examination average: Intermediate Algebra	QEP	62.75	Traditional	66.8
	Students	207		66
	SD	22.92		20.43

Use of Assessment Results: The Quality Enhancement Plan will continue to be assessed and additional data collected.

- **Assessment Results 2009-2010:**

Fall 2009 Final Examination average: College Algebra	QEP	Traditional
	74.64	41.24
Students	316	58
Standard Deviation	17.16	34.17

Fall 2009 Final Examination average: Intermediate Algebra	QEP	Traditional
	62.07	55.61
Students	214	80
Standard Deviation	24.5	28.67

Fall 2009 Final Examination average: Beginning Algebra	QEP	Traditional
	69.84	55.25
Students	77	53

Standard Deviation	35.17	33.33

Spring 2010 Final Examination average-	QEP	Traditional
College Algebra	70.56	55.45
Students	229	20
Standard Deviation	19.15	14.02

Spring 2010 Final Examination average-	QEP	Traditional
Intermediate Algebra	61.15	71.65
Students	104	20
Standard Deviation	23.16	13

Spring 2010 Final Examination average-	QEP	Traditional
Beginning Algebra	62.65	74.53
Students	54	15
Standard Deviation	30.88	20.75

Source of Documentation: Office of Chair of Department of Science, Mathematics, and Business

Use of Assessment Results: The Quality Enhancement Plan will continue to be assessed and additional data collected.

Internal Performance Indicator 9

The number of students receiving an Associate in Arts degree will increase each year.
(This indicator previously stated: The graduation rate for students in AA degree programs will increase each year.)

- **Assessment Results 2007-2008:** The number of students graduating in Associate in Arts graduation programs for the year 2006-2007 was 167, and there were 187 students graduating with an AA for 2007-2008, reflecting an 11% increase.

  Source of Documentation: Office of Planning and Research and Office of the Vice President for Instruction

  Use of Assessment Results: There has been much discussion about the measurability of this indicator and wording of the indicator will be changed for the 2008-2009 year.

- **Assessment Results 2008-2009:** The number of students graduating in Associate in Arts graduation programs for the year 2007-2008 was 187 students and there were 194 students graduating with an AA for 08-09, indicating an increase of approximately four percent (4%).

  Source of Documentation: Office of Planning and Research and Office of the Vice President for Instruction

  Use of Assessment Results: No action needed.

- **Assessment Results 2009-2010:** The number of students graduating in Associate in Arts graduation programs for the year 2008-2009 was 194 students and there were 205 students graduating with an AA for 2009-2010 (July 1, 2009 – June 30, 2010), resulting in an increase of approximately five percent (5%).

  Source of Documentation: Office of Planning and Research and Office of the Vice President for Instruction

  Use of Assessment Results: No action needed.

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. *(This indicator previously stated: Students participating in an annual campus climate survey will indicate they are satisfied with the campus climate.)*

- **Assessment Results 2007-2008:** The Annual Campus Climate Survey was administered in April 2008. Although survey results concerning student satisfaction indicate that the majority of students are satisfied enough to indicate that they would recommend PRCC to others (78% of students surveyed on Poplarville campus; 87% of students surveyed at the Forrest County Center, and 82.5% percent of students surveyed at the Hancock Center strongly agreed or agreed that they were satisfied with PRCC), results indicate that students are still dissatisfied with channels for expressing student complaints. Fewer than 50% of students surveyed from all three campuses agree or strongly agree that channels for expressing student complaints are readily available (Poplarville – 42%; FCC – 46%; Hancock – 56%). The cumulative percent for all campuses of students who indicated that they were undecided about expressing student complaints was 34%. Fewer than 70% of students surveyed from all three campuses agree or strongly agree that they would feel comfortable requesting a conference to discuss what they perceive as an unfair instructor (Poplarville – 53%; FCC-66%; Hancock 62.5%).

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Instructors and instructional department heads are to be advised about the students' complaints concerning fairness and feeling uncomfortable about requesting additional help. *Note: The Vice President for Instruction will send a memo to instructors and instructional department heads.* The Office of Student services will distribute flyers and trifold brochures advising students of due process procedures.

- **Assessment Results 2008-2009:**

  Based upon recommendation by the Focus Group Committee, the Annual Campus Climate Survey was administered during Fall Semester 2008. Survey results concerning student satisfaction indicate that the majority of students are satisfied enough to indicate that they would recommend PRCC to others (80.68% of students surveyed on Poplarville campus; 74.9% of students surveyed at the Forrest County Center, and 87.7% percent of students surveyed at the Hancock Center strongly agreed or agreed that they were satisfied with PRCC).

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Surveys were administered during Fall 2008. Since results indicated a satisfaction rating of more than 70%, no action is needed at this time.

- **Assessment Results 2009-2010:**

The Campus Climate Survey was administered during fall semester 2009 and survey results indicate an increased satisfaction level at all campuses. Students who indicated that they would recommend PRCC to others increased by four (4) percentage points to 85.1% on the Poplarville campus; the Forrest County Center satisfaction level increased 14.4 percentage points to 89.3%; and the Hancock Center increased 1.4 percentage points to 89.1%.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since results indicated a satisfaction rating of more than 70%, no action is needed at this time.

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. *(This indicator previously stated: The Pearl River Community College Learning Resource Center will meet 80% of Association of College & Research Libraries (ACRL) guidelines by June 2005.)*

- **Assessment Results 2007-2008:** This information will not be available until Fall 2008.

Source of Documentation:

Use of Assessment Results:

- **Assessment Results 2008-2009:**

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 and on review cards that are provided to department chairs and other instructional leaders. They return to the libraries or labs the review cards of the materials that they want the library to publish. In addition, the library and lab staffs send out regular emails to the faculty asking if they have any requests for materials that they want to have purchased.

Source of Documentation: Office of Director of College Libraries

Use of Assessment Results: Statistics will be available by the end of the physical year on the total number of items purchased upon teacher request. We will evaluate these results and the methods by which we reach the instructors to see if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries.

- **Assessment Results 2009-2010:**

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 and on review cards that are provided to department chairs and other instructional leaders. They return to the libraries or labs the review cards of the materials that they want the library to purchase. In addition, the library and lab staffs send out regular emails to the faculty asking if they have any requests for materials that they want to have purchased. Because of the expense of AV items, most all of the AV items were 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 were made upon teacher request while on the Poplarville and Forrest County campuses with their larger collections, there were not as many requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

POPLARVILLE CAMPUS

GHJ ITEMS	Adds	Total
Books	879	55,368
B. Periodicals	20	7,523
Microform	0	7,042
Cassettes	0	459
CD-ROM's	10	396
Computer Disks	0	128
DVD's	120	454
Kits	0	4
Manuals	9	374
Slide Sets	0	6
Sound Disks	0	68
Transparencies	0	9
Videocassettes	1	3,745
TOTAL	**1,039**	**75,576**

FORREST COUNTY CENTER

FCC ITEMS	Adds	Total
Books	740	5,769
B. Periodicals	0	107
CD-ROM's	3	148
Computer Disks	0	10
DVD's	26	110
Kits	0	5
Manuals	0	40
Slide Sets	0	4
Sound Disk	0	15
Videocassettes	0	531
TOTAL	**769**	**6,739**

HANCOCK CENTER

HAN ITEMS	Adds	Total
Books	661	3,516
B. Periodicals	0	0
CD-ROM's	0	32
DVD's	19	187
Kits	1	2
Manuals	0	3
Maps	2	2
Slide Sets	0	0
Sound Disk	0	0
Videocassettes	0	35
TOTAL	**683**	**3,777**

ALL CAMPUSES

PRCC ITEMS	Adds	Total
Books	2,280	64,653
B. Periodicals	20	7,630
Microform	0	7,042
Cassettes	0	459
CD-ROM's	13	576
Computer Disks	0	138
DVD's	165	751
Kits	1	11
Manuals	9	417
Maps	2	2
Slide Sets	0	10
Sound Disks	0	83
Transparencies	0	9
Videocassettes	1	4,311

TOTAL	2,489	86,090
NetLibrary eBooks	3,120	32,867
NetLibrary eAudiobooks	623	623
ebrary eBooks	18,000	18,000
G. TOTAL	24,232	137,580

In order to keep the collection current, the collection is weeded on a regular basis, especially in the Nursing and Allied Health areas and the academic courses that support them. In 2009-2010, 305 books were discarded from the Johnston nursing collection while 156 books were purchased for that collection. Forrest County Library discarded 534 books from the nursing and allied health collection and added 187 books to that collection.

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

- **Use of Assessment Results:** Statistics will be available by the end of the physical year on the total number of items purchased upon teacher request. We will evaluate these results and the methods by which we reach the instructors to see if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries. The above chart provides numbers of items added to the library collection during the 2009-2010 year. The following chart

The Libraries/Learning Labs provided the following services in 2009-2010 to faculty and students.

Totals for Individual Campuses 2009-2010	Johnston Library 2009-2010	Forrest County 2009-2010	Hancock Center 2009-2010	Totals for All 2009-2010
Total # of Library/ Lab Orientations	183	97	16	296
Total # of Classes in Library	324	64	60	448
Total # of Classes in Lab	1,046	484	48	1,578
Total # Learning Lab Computer Usages	32,759	14,298	2,006	49,063
Total # Door counts	113,846	80,736	3,897	198,479
Total # Online Tests	3,351	3,276	284	6,911

Internal Performance Indicator 3

At least 70% of students participating in an annual campus climate survey will indicate that they are satisfied with the advising and counseling services. *(This indicator previously stated: Students participating in an annual campus climate survey will indicate that they are satisfied with the advising and counseling services.)*

- **Assessment Results 2007-2008:** The annual Campus Climate Survey was administered in April 2008. According to the results of the survey, over 60% of students surveyed indicated that they would prefer an advisor assigned to them as follows: 65.4% of students surveyed on the Poplarville campus, 66% of FCC students surveyed, and 63.8% of Hancock Center students surveyed.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Improvements will continue to be made in the advisement and counseling area with instructors being trained to provide individual counseling and guidance for students.

- **Assessment Results 2008-2009:**

According to the results of the survey, 66.68% of students surveyed on the Poplarville Campus agreed or strongly agreed that they were satisfied with the services provided by the Counseling, Advisement and Placement Center. The Forrest County Center results reflected a higher satisfaction rating of 72%, with the highest rating of satisfaction at the Hancock Center at 77.2%.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Improvements will continue to be made in the advisement and counseling area with instructors being trained to provide individual counseling and guidance for students.

- **Assessment Results 2009-2010:**

The annual Campus Climate Survey was administered during the 2009 fall semester and students indicated an overall satisfaction level of 77%, as follows: Poplarville campus 76.9%; Forrest County Center 77%; and Hancock Center 77.7%.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the satisfaction level is well about 70%, no action is needed at this time.

Internal Performance Indicator 4

At least 70% of students participating in an annual campus climate survey will indicate they are satisfied with the personal attention given by various offices on campus. *(This indicator previously stated: Students participating in an annual campus climate survey will indicate they are satisfied with the personal attention given by various offices on campus.)*

- **Admissions/Registration**

- **Assessment Results 2007-2008:** The annual Campus Climate Survey was administered in April 2008. Results of the survey indicate that 74.7% of students surveyed on the Poplarville campus, 78% of students surveyed at Forrest County Center and 69% of students surveyed at the Hancock Center agreed or strongly agreed that the admission and registration services were satisfactory. This reflects an increase in satisfaction levels of students at Poplarville and the FCC and indicates a decrease in satisfaction at the Hancock Center.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Although the satisfaction level indicates an increase at the Poplarville and FCC campuses, the Office of Student Services continues to use

survey results to improve services. The Office of student Services will implement a training program for all work study students who work in the Office of Admissions and will utilize full-time staff personnel at the front desk at all times.

- **Assessment Results 2008-2009:**

Students participating in the survey at the Poplarville Campus indicated with a percentage of 75% that they are satisfied with services provided by the Admissions Department; 63% of the students at the Forrest County Center indicated satisfaction, and 83% of students at the Hancock Center are satisfied with services provided by Admissions.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Surveys were administered during Fall 2008. Since results indicated a satisfaction rating of more than 70% for the Poplarville Campus and the Hancock Center, no action is needed at this time.

- **Assessment Results 2009-2010:**

The annual Campus Climate Survey was administered during the 2009 fall semester and students indicated that they were satisfied with the services provided by the Office of Admissions. Student satisfaction level was 74.9% at the Poplarville campus; 78.6% at the Forrest County Center; and 82.8% at the Hancock Center.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the satisfaction level is above 70%, no action is needed at this time.

- **Bookstore**

- **Assessment Results 2007-2008:** The annual Campus Climate Survey, which was administered in April 2008, indicated that 85% of students surveyed on the Poplarville campus, 88.6% of students surveyed at the Forrest County Center, and 60.6% of students surveyed at the Hancock Center agreed or strongly agreed with the statements regarding the bookstore. Results indicate a slight increase in the level of student satisfaction with services provided by the bookstore at the Poplarville and FCC campus, with a decrease in satisfaction at the Hancock Center.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Bookstore personnel will continue to work diligently to provide competitive prices and friendly service to students and instructors.

- **Assessment Results 2008-2009:**

The annual Campus Climate Survey, which was administered in Fall Semester 2008, indicated that 81.5 % of students surveyed on the Poplarville campus, 83% of students surveyed at the Forrest County Center, and 69.2% of students surveyed at the Hancock Center agreed or strongly agreed with the statements regarding satisfaction with bookstore services. Results indicate a decrease in the level of student satisfaction with services provided by the bookstore at the Poplarville and Forrest County Center campus, with an increase of 9.2 percentage points in satisfaction at the Hancock Center.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Bookstore personnel will continue to work diligently to provide competitive prices and friendly service to students and instructors.

- **Assessment Report 2009-2010:** The annual Campus Climate Survey was administered during the 2009 fall semester and students responded as follows: 87.5% of students at the Poplarville campus agreed or strongly agreed that they were satisfied with services offered by personnel in the Bookstore; 87.2% of students at the Forrest County Center were satisfied; and 76.1% of students at the Hancock Center were satisfied with services offered by the Bookstore.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since student satisfaction level is above 79%, no action is needed at this time.

- **Counseling Center**

- **Assessment Results 2007-2008:** According to the annual Campus Climate Survey which was administered in April 2008, over 60% of students surveyed indicated that they would prefer an advisor assigned to them as follows: 65.4% of students surveyed on the Poplarville campus, 66% of FCC students surveyed, and 63.8% of Hancock Center students surveyed.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Efforts are being made in the counseling service to improve and expand counseling services.

- **Assessment Results 2008-2009:** According to the results of the survey, 66.68% of students surveyed on the Poplarville Campus agreed or strongly agreed that they were satisfied with the services provided by the Counseling, Advisement and Placement Center. The Forrest County Center results reflected a higher satisfaction rating of 72%, with the highest rating of satisfaction at the Hancock Center at 77.2%.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Efforts are being made in the counseling service to improve and expand counseling services.

- **Assessment Results 2009-2010:** The annual Campus Climate Survey was administered during the 2009 fall semester and students at all campuses indicated that they were satisfied with services provided by the Counseling, Advisement and Placement Center. The satisfaction level at the Poplarville Campus increased by ten (10) percentage points to 76.9%; the satisfaction level at the Forrest County Center increased by five (5) percentage points to 77%; and the Hancock Center student satisfaction level was 77.7%.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the satisfaction level is above 70%, no action is needed at this time.

- **Financial Aid Office**

- **Assessment Results 2007-2008:** Students surveyed indicated satisfaction levels with the financial aid services as follows: 68% of Poplarville students were satisfied; 72.7% of FCC students were satisfied; 50% of Hancock students were satisfied.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Although student satisfaction has increased slightly over the past year at two of the campuses, plans continue to be implemented to improve the quality of student services in the financial aid department. A training program for student workers will be implemented and a full-time staffer will be available at the front desk to assist with student questions.

- **Assessment Results 2008-2009:** Survey results reflect that 68.16% of students at the Poplarville Campus are satisfied with services provided by the Financial Aid Office personnel, while 68% of students at the Forrest County Center are satisfied with Financial Aid Office services. The results indicate that 70% of the Hancock Center students are satisfied with services rendered by the Financial Aid office. These percentages reflect a slight improvement in student satisfaction at the Poplarville Campus and a substantial improvement of 12.2 percentage points according to student responses at the Hancock Center. The satisfaction rating with the Financial Aid Office at the Forrest County Center declined to 68%, a drop of 4.7 percentage points.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Although student satisfaction has increased slightly over the past year at two of the campuses, plans continue to be implemented to improve the quality of student services in the Financial Aid Office. A training program for student workers will be implemented and a full-time staffer will be available at the front desk to assist with student questions.

- **Assessment Results 2009-2010:** The annual Campus Climate Survey was administered during the 2009 fall semester and students at all campuses indicated satisfaction with the services provided by personnel in the Financial Aid office. Results indicate a 75% percent satisfaction level at the Poplarville campus; 71.3% at the Forrest County Center; and 69.6% at the Hancock Center.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Although the satisfaction level of 70% is maintained, cross-training in the financial aid department has been implemented to improve assistance to students.

- **Learning Resource Center (now Library)**

- **Assessment Results 2007-2008:** The annual Campus Climate Survey, which was administered in April 2008, revealed an increase in student satisfaction from 71% to 73.% of students surveyed on Poplarville campus; the satisfaction level of the FCC remained at 83%

and 48.8% at the Hancock Center agreed or strongly agreed that library services were satisfactory.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Satisfaction, while increasing slightly on the Poplarville Campus and at the Hancock Center, has maintained the same level at the FCC. Library staff will be encouraged to continue improvement of library services. The opening of a library at the Hancock Center should positively impact the students' satisfaction.

- **Assessment Results 2008-2009:**

Student satisfaction with services provided by the library improved from 73% to 80% on the Poplarville Campus; however, the satisfaction level of the FCC reflected a slight decrease in student satisfaction from 83% to 79%. The most significant change is reflected in the Hancock Center student responses, which reflects an increase in student satisfaction levels from 48.8% to 87.9% satisfaction. A fully functioning library was established at the Hancock Center during this past year, which accounts for this increase.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Satisfaction, while improving slightly on the Poplarville Campus, has maintained the same level at the FCC. Library staff will be encouraged to continue improvement of library services. The most significant change is reflected in the Hancock Center student responses, which reflect an increase in student satisfaction levels from 48.8% to 87.9% satisfaction. A fully functioning library was established at the Hancock Center during this past year, which accounts for this increase.

- **Assessment Results 2009-2010:** The annual Campus Climate Survey was administered during the 2009 fall semester and students indicated an increased level of satisfaction with library services at the Poplarville campus and at the Forrest County Center. Satisfaction levels increased 3.5% percentage points at Poplarville to 83.5% and seven percentage points at the Forrest County Center to 86.4%.The responses from Hancock Center students indicated a slight decrease (2.9%) in the level of student satisfaction to 85%.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the level of satisfaction is above 70%, no action is needed at this time.

- **Security**

- **Assessment Results 2007-2008:** According to the annual Campus Climate Survey, which was administered in April 2008, 67.9% of the students surveyed on the Poplarville campus, 78.7% of the students surveyed at the Forrest County Center, and 77.6% of the students surveyed at the Hancock Center agreed or strongly agreed that the campus is secure for all students. This reflects a slight decrease from last year's survey at the Poplarville campus and the Forrest County Center. However, the Hancock Center percentage has increased 5.6%.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Results will be used to address issues during the 2008-2009 school year. Crisis Management training has been provided for faculty and staff on all campuses. Plans are to require students, faculty and staff to wear visible identification at all times during the coming year. Trainings to promote public relations will be considered. Increasing the number of patrols around campuses and dormitories will also be considered.

- **Assessment Results 2008-2009:** Approximately 60% of the students surveyed on the Poplarville campus, 79% of the students surveyed at the Forrest County Center, and 91% of the students surveyed at the Hancock Center agreed or strongly agreed that the campus is secure for all students. These percentages reflect a decrease of 8.34 percentage points from last year's survey at the Poplarville campus, while the rating at the Forrest County Center remained about the same. However, the satisfaction level at the Hancock Center regarding security increased from 77.6% to 91%, an increase of 13.4 percentage points.

  Regarding the satisfaction level of students with the services provided by the personnel in the Police Office, 63% of students surveyed on the Poplarville campus; 61.8% of students surveyed at the Forrest county Center, and 88.1% of students surveyed at the Hancock Center are satisfied with personnel in the Police Office.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Results will be used to address issues during the 2009-2010 school year.

- **Assessment Results 2009-2010:** The annual Campus Climate Survey was administered during the 2009 fall semester. A majority of students surveyed (81%) responded that they think PRCC campuses are secure for all students as follows: 78% of students surveyed on the Poplarville Campus (an increase of 18 percentage points from last year's 60%); while the level at the Forrest County Center remained the same at 79%; and the response at the Hancock Center was 85.5%, down slightly from last year's 91%.

  Regarding the satisfaction level of students with the services provided by the personnel in the Police Office, 71.5% (an increase from 63%) of students surveyed on the Poplarville campus; 74.9 (an increase from 61.8%) of students surveyed at the Forrest County Center, and 84.1 (a slight decrease from 88.1%) of students surveyed at the Hancock Center are satisfied with personnel in the Police Office.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Since the satisfaction level at all campuses is above 70%, no action is needed at this time.

Internal Performance Indicator 5

The College will designate at least six percent (6%) of the Education and General Budget for instructional support expenditures (libraries and learning labs). *(This indicator previously stated: The library budget at Pearl River Community College will increase by at least a tenth of a percentage point each year until the nationally accepted standard of 6% of the education/general budget total has been reached.)*

- **Assessment Results 2007-2008:** The combined Library budget (Poplarville Campus and Forrest County Center) for 2007-2008 was 3.5% of the College's budget. This indicates an increase in the overall library budget as a percentage of the College's budget. Actual

expenditures for the fiscal year 2008 indicate that 3.5% of the Institutional Educational & General (E & G) Budget went to library resources.

- **Source of Documentation:** Offices of: Director of College Libraries and Dean of Business Services

  Use of Assessment Results: Additional funds will be requested for library.

- **Assessment Results 2008-2009:** The combined Library budget (Poplarville Campus, Hancock Center, and Forrest County Center) for 2008-2009 was 4.1% of the College's budget. This indicates an increase in the overall library budget as a percentage of the College's budget. Actual expenditures for the fiscal year 2009 indicate that 4.1% of the Institutional Educational & General (E & G) Budget went to library resources.

  Source of Documentation: Offices of: Director of College Libraries and Dean of Business Services

  Use of Assessment Results: Additional funds will be requested for library.

- **Assessment Results 2009-2010:** The combined Library budget, or Instructional Support budget, for 2009-2010 (FY 2010) was 3.63% of the College's unrestricted general support budget, in comparison to 3.59% for FY 2009. The college's Enlargement & Improvement Budget, (E&I or capital improvements) for FY 2009 allowed $25,000 for Library Services and Learning Lab needs, while the FY 2010 E&I budget provided a $100,000 allocation for such capital improvements.

  Source of Documentation: Offices of: Director of College Libraries and Dean of Business Services

  Use of Assessment Results: Additional funds will be requested for library.

Internal Performance Indicator 6

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

- **Assessment Results 2007-2008:** 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 are verifying that the disabilities statement is included on each syllabus. Each Career and Technical student was provided an information form that inquired into whether special accommodations were required. Information is also provided on the College web site.

  Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Dean of Forrest County Center, and the directors or chairs of instructional departments.

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

- **Assessment Results 2008-2009:** 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 Career and Technical Education Departments verify that the disabilities statement is included on each syllabus. Each Career and Technical student was provided an information form that inquired into whether special accommodations were required. Information is also provided on the College web site.

Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Dean of Forrest County Center, and the directors or chairs of instructional departments.

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

- **Assessment Results 2009-2010:** 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. Each Career and Technical student was provided an information form that inquired into whether special accommodations were required. Information is also provided on the College web site.

  Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Dean of Forrest County Center, the Director of the Hancock Center, and the directors or chairs of instructional departments.

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

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

Commitment Statement:

Pearl River Community College is committed to making its programs and services available to all who seek an education. Various instructional methods, including distance education and off-site instruction, will be utilized, and the College will provide reasonable accommodations to the students with developmental disabilities.

Internal Performance Indicator 1

Distance learning courses provided through the Mississippi Virtual Community College will increase by 10% for each one of the next two years (2008-2009, 2009-2010). *(This indicator previously stated: Distance learning courses provided through the Mississippi Virtual Community College will increase by 10% for each year of the next two years.)*

- **Assessment Results 2007-2008:**

  Distance learning courses provided through the Mississippi Virtual Community College will increase by 10% for each year of the next two years.

Fall 2006	Spring 2007	Total 06+07	Fall 2007	Spring 2008	Total 07+08	Percent Change
49	50	99	74	69	143	+44.4%

In Fall 2006 and Spring 2007 a total of 99 courses were provided through MSVCC. In Fall 2007 and Spring 2008, a total of 143 courses were provided through MSVCC.

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: This is an increase of 44.4%. No action is needed because the goal of 10% increase was met. In an effort to continue the growth of the Pearl River Community College distance learning program, the Office of Extended Education and Instructional Design will persist in efforts to recruit and train instructors.

- **Assessment Results 2008-2009:**

Fall 2007	Spring 2008	Summer 2008	Total 07+08	Fall 2008	Spring 2009	Summer 2009	Total 08+09	Percent Change
74	69	76	219	79	84	98	261	+19.2%

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: The increase 19.2% is due to an increase in adjunct instructors.

- **Assessment Results 2009-2010:**

Fall 2008-Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2009 – Summer 2010	Percent Change
261	85	99	108	292	+11.9%

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: According to the stated Indicator, there is no need for improvement in this area. However, it must be noted that while there is a recognized need for additional online instructors in order to increase the number of course offerings, there is also recognition of the lack of personnel to manage additional courses. Since instructors are encouraged to teach on-campus classes rather than online classes, additional online classes will need to be taught by adjunct (typically new) instructors. This increases the number of instructors who must be evaluated thus creating a situation that may possibly become unmanageable.

Internal Performance Indicator 2

All high schools in the Pearl River Community College district will be informed of policies regarding dual enrollment opportunities. *(This indicator replaces one that previously stated: At least eighty percent (80%) of academic and technical courses carrying three or more hours will be taught using a combination of whole group lecture, small group work, and individual work within the class setting.)*

- **Assessment Results 2009-2010:**

In July 2009, a Dual Enrollment meeting was held to which all district high schools were invited. Letters of invitation were sent to known Dual Enrollment contacts and/or high school counselors. Each school was asked to send an administrative representative to the meeting and any Dual Enrollment instructors. Seven schools attended the meeting. Six schools have Dual Enrollment Option 1 on their campuses Fall 2009. (A detailed explanation of Option 1 can be found online at http://pr10.prcc.edu/~mlbyrd/extendededucation/dualenrollment/index.html).
A Dual Enrollment meeting was held in June 2010. All principals, assistant principals, counselors, and district specific Dual Enrollment personnel were invited. (Superintendents are also informed of any Dual Enrollment meetings.) This meeting was to prepare the administration (principals, counselors, etc.) for any Dual Enrollment activity that will occur between the high schools and the College during the 2010/2011 school year. The meeting was attended by eight high schools in the district. The basics of Dual Enrollment and Dual Credit were explained as well as the procedures for enabling students to take advantage of these opportunities.
It is not yet known how many of the schools will be involved in the Dual Enrollment program in the upcoming school year. The deadline for submitting information is in August 2010. Instructors at schools participating in Option 1 Dual Enrollment will be provided an orientation to inform them of their specific duties (syllabus, grades, audit, etc.)
Note: Due to SB 2389, many changes will be occurring in the Dual Enrollment program. It is not yet known to what degree these changes will impact the College. Senate Bill 2389 is effective July 1, 2010.

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: The stated Indicator was met; therefore, no improvement is needed at this time. The Office of Extended Education and Instructional Design will continue to monitor the developments surrounding SB 2389.

Internal Performance Indicator 3

Throughout the implementation of the Quality Enhancement Plan, mathematics classrooms will be enhanced through the increased use of instructional technology at a rate of at least two classrooms per year until all mathematics classrooms are enhanced.

- **Assessment Results 2007-2008:** During Summer 2007 Room 103 and Room 131 in the Science Building on the Poplarville Campus were equipped with needed technology, including computer, sympodium, Internet access, digital presenter, and data projector. At the Forrest County Center, a lab was created and a classroom equipped with needed technology as mentioned above.

  Source of Documentation: Office of Chair of Department of Science, Mathematics, and Business

  Use of Assessment Results: Efforts will continue to enhance mathematics classrooms with instructional technology.

- **Assessment Results 2008-2009:** During Fall 2008, Room 103 was equipped with a classroom set of laptop computers which required additional wiring as well as the addition of a distinct WAP. A Mimeo device was located in Room G05 and the Mathematics[Power] Laboratory as QEP classes have been expanded to these locations.

  Source of Documentation: Office of Chair of Department of Science, Mathematics, and Business

  Use of Assessment Results: Efforts will continue to enhance mathematics classrooms with instructional technology.

- **Assessment Results 2009-2010:** During Fall 2009, laptop computers were added to Room 103 in the Science Building at the Poplarville Campus to increase student loads for courses taught in this location. During Spring 2010, laptop computers were added to G03 in the Science Building on the Poplarville Campus to increase student loads for courses taught in this location. During Spring 2010, plans are developing to create another QEP classroom in the current Computer Science room of the Forrest County Center to increase student loads for courses taught in this location.

  Source of Documentation: Office of Chair of Department of Science, Mathematics, and Business

  Use of Assessment Results: Efforts will continue to enhance mathematics classrooms with instructional technology.

Internal Performance Indicator 4

- **During the course of a fiscal year, a total of 15 weekend courses will be offered by Pearl River Community College throughout the six-county district.** *(This indicator previously stated: At least 10 classes will be offered at off-campus sites each semester.)*

- **Assessment Results 2007-2008:**

At least 10 classes will be offered at off-campus sites each semester.

	Fall 2007			Spring 2008		
Location	**Offered**	**Made**	**Percent that Made**	**Offered**	**Made**	**Percent that Made**
Picayune	10	6	60%	5	3	38%
Columbia	4	3	75%	3	1	25%
Prentiss	9	2	22%	6	0	0%

Source of Documentation: Documentation is maintained in the Office of Extended Education and Instructional Design

Use of Assessment Results: Students continue to request night classes, but the numbers do not indicate that the classes are actually in demand. In an effort to increase enrollment in night class offerings, more publicity is being planned. In addition, the efforts to provide classes in Prentiss were not successful, so more night classes in Columbia will be offered in order to provide a location that is accessible by the Prentiss students who wish to attend a class. Informal feedback has been sought from both night class instructors and night class students.

- **Assessment Results 2008-2009:**

	Fall 2008			Spring 2009		
Location	Offered	Made	Percent that Made	Offered	Made	Percent that Made
Picayune	3	3	100%	2	2	100%
Columbia	5	3	60%	2	1	50%
Stennis	2	2	100%	4	4	100%

Source of Documentation: The Office of Extended Education and Instructional Design

Use of Assessment Results: Because the demand for night classes has dropped (as well as the availability of instructors), the number of weekend classes was increased. In Fall 2008, eight night classes were offered and eight were offered in the spring. In reviewing these courses and the courses that actually made, consideration is being given to the need to closely evaluate the particular courses that are offered in both night and weekend formats. While some full-time instructors have offered to teach certain classes in these formats, it appears that the most basic classes (English, mathematics, etc.) are the most successful as night classes and weekend classes.

- **Assessment Results 2009-2010:**
Summer 2009 – Thirteen (13) weekend classes were offered; four (4) did not make.
Fall 2009 – Nine (9) weekend classes were offered; three (3) did not make.
Spring 2010 – Seven (7) weekend classes are being offered; one (1) did not make.

Source of Documentation:
Office of Extended Education and Instructional Design

Use of Assessment Results: Since a total of twenty-nine weekend classes were offered, this Indicator was met and no improvement is necessary.

Internal Performance Indicator 5

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

- **Assessment Results 2007-2008:** 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 Department of Nursing Education; and the Department of Career and Technical Education are verifying that the disabilities statement is included on each syllabus. Each Career and Technical student was provided an information form that inquired into whether special accommodations were required. Information is also maintained on the College web site.

  Source of Documentation: A copy of each syllabus is maintained in the office of the Dean of the Forrest County Center, and the directors or chairs of instructional departments.

  Use of Assessment Results: Adequate notification of procedures is already in place and will be continued to be monitored.

- **Assessment Results 2008-2009:** 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. Each Career and Technical student was provided an information form that inquired into whether special accommodations were required. Information is also provided on the College web site.

  Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Dean of Forrest County Center, and the directors or chairs of instructional departments.

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

- **Assessment Results 2009-2010:**
  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 Office of the Director of Career and Technical Education Programs (Poplarville) verify that the disabilities statement is included on each syllabus. Each career and technical student was provided an information form that inquired into whether special accommodations were required. Information is also provided on the College web site.

  Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Career and Technical Education Programs (Poplarville), the Dean of the Forrest County Center, the Director of the Hancock Center, and the directors or chairs of instructional departments.

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

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 rank among the top one-third of community colleges in Mississippi by 2011. *(This indicator previously stated: Faculty salaries will rank among the top 50% of community colleges in Mississippi by 2006.)*

- **Assessment Results 2007-2008: This information will be available in Fall 2008, when the State Board for Community and Junior Colleges Report is released.**

  Source of Documentation: N/A

  Use of Assessment Results: N/A

- **Assessment Results 2008-2009:** According to the most recent State Board for Community and Junior Colleges report, faculty salaries currently rank in lower 50% of community colleges.

  Source of Documentation: Office of Dean of Business Services.

  Use of Assessment Results: We will continue in our endeavors to get salaries increased.

- **Assessment Results 2009-2010:** This information will be available in Fall 2010, when the State Board for Community and Junior Colleges Report is released.

  Source of Documentation: Office of Dean of Business Services.

  Use of Assessment Results: Results not available at this time.

Internal Performance Indicator 2

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

- **Assessment Results 2007-2008:** For Fall 2007 there were 717 Academic and Technical courses taught with 3 or more credit hours. Of those 455 were Academic and 262 were Technical and no Virtual courses were included. Of the 455 Academic courses, 301 (66%) were taught by full time instructors. Of the 262 Technical courses, 259 (99 %) were taught by full time instructors. The overall percentage of both taught by full time instructors for Fall 2007 is 78%.

  Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction. This information is also maintained in the Office of Institutional Research

Use of Assessment Results: There has been improvement from 74% in 2006-2007 to 78% for 2007-2008, and we will continue to move toward hiring more full-time instructors.

- **Assessment Results 2008-2009:**

Fall 2008 – 960 academic and technical courses with 3 or more credit hours
This included 565 academic courses and 395 technical courses (no virtual).
Of the 565 academic courses, 424 (75%) were taught by full time instructors. Of the 395 technical courses, 381 (96%) were taught by full time instructors. The overall percentage of both academic and technical courses taught by full time instructors for fall 2008 is 84%.

Breakdowns of above by campus:

Poplarville (Main Campus)– 532 academic and technical courses with 3 or more credit hours including 325 academic courses and 207 technical courses (no virtual)
Of the 325 academic courses, 291 (90%) were taught by full time instructors. Of the 207 technical courses, 196 (95%) were taught by full time instructors. Overall percentage of both academic and technical courses taught by full time instructors for the Poplarville Campus is 92%.

Hattiesburg (Forrest County Center) – 287 academic and technical courses with 3 or more credit hours including 173 academic courses and 114 technical courses (no virtual)
Of the 173 academic courses, 56 (32%) were taught by full time instructors. Of the 114 technical courses, 111 (97%) were taught by full time instructors. Overall percentage of both academic and technical courses taught by full time instructors at the Forrest County Center is 58%.

Waveland (Hancock Center) – 44 academic and technical courses with 3 or more credit hours including 37 academic courses and 7 technical courses (no virtual)
Of the 37 academic courses, 13 (35%) were taught by full time instructors. Of the 7 technical courses, 6 (86%) were taught by full time instructors. Overall percentage of both academic and technical courses taught by full time instructors at the Hancock Center is 43%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction.

Use of Assessment Results: Overall percentage of classes taught by full-time instructors has increased six percentage points from 78% to 84%.

- **Assessment Results 2009-2010:** In Fall 2009 there were 983 academic and technical classes with 3 or more credit hours. This included 661 academic classes and 322 technical classes (no virtual). Of the 661 academic classes, 454 (69%) were taught by full time instructors. Of the 322 technical classes, 309 (96%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Fall 2009 is 78%.

Breakdowns of above by campus:

Poplarville (Main Campus)– There were 609 academic and technical classes with 3 or more credit hours including 405 academic classes and 204 technical classes (no virtual)
Of the 405 academic classes, 365 (90%) were taught by full time instructors. Of the 204 technical classes, 193 (95%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors for the Poplarville Campus is 92%.

Hattiesburg (Forrest County Center) – There were 332 academic and technical classes with 3 or more credit hours including 214 academic classes and 118 technical classes (no virtual) Of the 214 academic classes, 73 (34%) were taught by full time instructors. Of the 118 technical classes, 116 (98%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Forrest County Center is 57%.

Waveland (Hancock Center) – There were 42 academic and technical classes with 3 or more credit hours including 42 academic classes and 0 technical classes (no virtual). Of the 42 academic classes, 16 (38%) were taught by full time instructors. Of the 7 technical classes, 6 (86%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center 38%

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction.

Use of Assessment Results: Overall percentage of classes taught by full-time instructors has decreased six percentage points, from 84% to 78%. This area will be reviewed.

Internal Performance Indicator 3

One hundred percent (100%) of faculty will be qualified according to accreditation guidelines. *(This indicator previously stated: One hundred percent (100%) of faculty will be qualified according to accreditation requirements.)*

- **Assessment Results 2007-2008:** All fall semester faculty members are qualified according to appropriate standards.

  Source of Documentation: Offices of Vice President for Instruction, Director of Poplarville Career and Technical Education, and Director of Forrest County Career and Technical Education

  Use of Assessment Results: Since all faculty members are qualified according to the appropriate standards, no action is needed.

- **Assessment Results 2008-2009:** All fall semester faculty members are qualified according to appropriate standards.

  Source of Documentation: Offices of Vice President for Instruction, Director of Poplarville Career and Technical Education, and Director of Forrest County Career and Technical Education

  Use of Assessment Results: No action is needed.

- **Assessment Results 2009-2010:** All faculty members meet appropriate qualification standards.

  Source of Documentation: Office of Vice President for Instruction

  Use of Assessment Results: No action is needed.

Internal Performance Indicator 4

At least 80% of faculty and professional staff will participate in annual faculty/staff professional development sessions.

- **Assessment Results 2007-2008:** Eighty-nine percent (89%) of PRCC faculty and professional staff attended the Professional Development Sessions on Tuesday, August 14, 2007. This Internal Performance Indicator has been attained, reflecting a slight increase from last year. The format of the program was changed and will be discussed as plans are finalized for the 2008-2009 school year. Personnel will continue to be encouraged to attend these sessions which will be planned in order to provide information and instruction regarding specific identified areas or issues.

  Source of Documentation: Office of Planning and Research

  Use of Assessment Results: Since requests have been received regarding the addition of sessions concerning campus safety and instructional technology, among others, plans are currently being made to include both of these topics in the 2008 concurrent sessions. These topics will be shared with faculty and staff in advance and may help to promote a higher rate of attendance at the meetings.

- **Assessment Results 2008-2009:** At least ninety percent (90%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 11, 2008. This Internal Performance Indicator has been attained, reflecting a slight increase from last year.

  Source of Documentation: Office of Planning and Research

  Use of Assessment Results: The format of the program was reviewed as well as the usefulness of various topics presented. Additional ideas regarding topics for the 2009 school year will be requested and reviewed in order to provide sessions which will be more useful to participants.

- **Assessment Results 2009-2010:** Just as last year, at least ninety percent (90%) of PRCC faculty and professional staff attended the Professional Development Sessions on Wednesday, August 12, 2009.

  Source of Documentation: Office of Planning and Research

  Use of Assessment Results: The new program format was very well received by those who attended; therefore, the same format will be used for Fall 2010 August professional development sessions.

Internal Performance Indicator 5

At least 80% of faculty and professional staff will participate in professional development activities annually in addition to faculty orientation sessions.

- **Assessment Results 2007-2008:** Documentation indicates that sixty-two percent (62%) of personnel attended professional development sessions in addition to the faculty orientation sessions provided by PRCC in 2006-2007. The summary report form that was developed and distributed to faculty and professional staff has aided in providing updated information. The use of this form will be continued to collect professional development information.

  Source of Documentation: Office of Vice President for Instruction and Office of Institutional Research

  Use of Assessment Results: Personnel will continue to be encouraged to attend these sessions which will be planned in order to provide information and instruction regarding

specific identified areas or issues. Various avenues are being explored to increase the number and variety of professional development opportunities offered.

- **Assessment Results 2008-2009:**
  Information is currently unavailable and will be provided after the August 2009 faculty/staff orientation when reports for 2008-2009 will be submitted.

  Source of Documentation: Office of Vice President for Instruction and Office of Institutional Research

  Use of Assessment Results: N/A

- **Assessment Results 2009-2010:** Professional development records indicate that 80 percent of personnel attended professional development sessions in addition to the faculty orientation sessions provided by PRCC in 2008-2009.The summary report form and database that has been developed has aided in providing updated information.

  Source of Documentation: Office of Institutional Research

  Use of Assessment Results: No action needed.

Internal Performance Indicator 6

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

- **Assessment Results 2007-2008:** A professional development session for support staff was conducted on the Poplarville Campus on October 23, 2007, and a session was conducted at the Forrest County Center on November 15, 2007. Eighty-four (84%) of support staff members attended these sessions.

  Source of Documentation: Office of Planning and Research

  Use of Assessment Results: Administrators and supervisors will continue to be encouraged to send support staff to the professional development activities. A survey is being planned which will be administered to staff in order to assist with determining topics which will be beneficial to them in their areas of responsibilities.

- **Assessment Results 2008-2009**: On October 27, 2008, an information sharing session was implemented for support staff on the Poplarville Campus. In addition, a guest speaker was present to lead a discussion regarding the benefits of organizing and joining a professional organization. On October 30, a similar session was held at the Forrest County Center for support staff. Eighty percent (80%) of support staff members attended the sessions.

  Source of Documentation: Office of Planning and Research

  Use of Assessment Results: It was found that there was interest among support staff regarding organizing and joining a professional organization. An initial meeting regarding organizing a professional organization was held on December 4 with interested support staff.

- **Assessment Results 2009-2010:** On April 22, 2010, Ms. Deborah Tierce, a professional motivational speaker, presented a staff development session for all support staff. With 80 percent of the support staff in attendance, evaluations were very high, and the information which was shared was very well received.

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

Use of Assessment Results: Informative and motivational meetings for support staff will be continued.

Internal Performance Indicator 7

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

- **Assessment Results 2007-2008:** This information will be available in the fall of 2008 when the State Board for Community and Junior Colleges Report is released.

  Source of Documentation: Office of Dean of Business Services

  Use of Assessment Results: The institution will continue to take an assertive position in its budgeting effort to strive to increase faculty salaries

- **Assessment Results 2008-2009:** Salary increases in excess of 3% were made for FY 08-09. These efforts will continue based upon availability of funding from various sources of revenue.

  Source of Documentation: Office of Dean of Business Services

  Use of Assessment Results: The institution will continue to take an assertive position in its budgeting effort to strive to increase faculty salaries.

- **Assessment Results 2009-2010:**

  Salary increases for FY 2009 were held to 2.00% due to limited funding.

  Source of Documentation: Office of Dean of Business Services

  Use of Assessment Results: The institution will continue to take an assertive position in its budgeting effort to strive to increase faculty salaries.

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

Commitment Statement:

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

Internal Performance Indicator 1
Key service areas on campus will be enhanced through the use of technology on a steady, incremental basis.

- **Assessment Results 2007-2008:** The Division of Information Technology has deployed Microsoft Office 2007 with a campus licensing agreement which allows installation on any College owned computer. The anti-virus software program, AVAST, has also been deployed in the ongoing battle against the spread of computer viruses. This anti-virus software is available, without cost, to faculty and students for installation on either PRCC owned or home computers.

  Source of Documentation: Office of Information Technology

  Use of Assessment Results: AVAST anti-virus software has provided the College with increased ability to protect faculty, staff and student PCs from the attack of computer viruses. The reporting tools are providing detailed information that will assist us in preventing widespread outbreaks of these problematic viruses. The top ten viruses for the past year include: VunDrop, Adware-gen, Rootkit-gen, Trojan-gen, Zlob-CGE, Trojano-1165, Spyware-gen, Mywebsearch-G, FakeAV-M, and Agent-ZXU. Having a software license that allows for a copy to be installed on home computers has provided an additional layer of defense from viruses reaching College owned PCs.
  The standardization of Microsoft Office products has allowed for the ease in document portability among offices. There has been an additional cost savings by purchasing these products under our campus agreement as compared to purchasing the software individually.

- **Assessment Results 2008-2009:** The Division of Information Technology has upgraded wireless Internet Technology. Student computer laboratories have been expanded. Productivity software upgrades have been deployed.

  Source of Documentation: Office of Information Technology

  Use of Assessment Results: Wireless Internet service was expanded and upgraded. Many access points were upgraded from 802.11g to the faster 802.11n wireless Internet standard. Coverage was expanded to include service to all residence halls on the Poplarville campus. Computer laboratories at the Poplarville Campus, Forrest County Center and Hancock Center locations have been expanded and upgraded to meet the student demands for these resources. Six additional PCs were added to the QEP lab on the Poplarville campus, while a new lab of 33 PCs was established at the Forrest County Center. A 17 workstation learning lab was established to serve the computer needs of students attending the Hancock Center. The Technology Center added a lab with eleven PCs to serve the students enrolled in specific technical courses. Seventeen Extreme

Networks wireless Internet access points were installed in the Nursing Building. These access points are providing the latest 801.11n wireless service. SycronEyes remote monitoring software was installed at both the FCC and Poplarville Campus QEP labs. Microsoft Office 2007 upgrades are not available for both faculty and laboratory computers. Bomgar remote management tools have been installed in the Office of Information Technology. These tools will provide enhanced support and diagnostic capabilities for both faculty and student computers. The security of student information was enhanced with the implementation of a policy to prevent the transmission of social security numbers via email.

Assessment Results 2009-2010: Implementation of the College portal (Luminis) has begun. Contracts have been signed and server has been delivered. Server virtualization has started. VM Ware and servers have been configured. Data Domain backup for server virtualization has been completed. A survey of instructional technology needs was solicited and compiled in August and September 2009.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Implementation of the College portal continues to progress toward a December 2010 "go live" date. Policies and procedures for the use and governance of the portal features are being finalized and will be submitted for approval very soon. Content channels are still being implemented for those items included in the first phase of deployment. We are on schedule to deploy the portal to our student pilot group and employees at the start of the fall semester. Once fully deployed the portal will provide single sign on to all college web services including email, WildcatWeb, Blackboard, library systems and other electronic systems. The portal will also provide a single URL for access to all electronic information for employees and currently enrolled students.

All standalone windows servers have been migrated and virtualized to the VM Ware environment. This has provided efficiency and economies of scale. Cost reductions have been realized in electrical power consumption and in server hardware costs. Additional benefits have been gained in the area of disaster recovery. Virtulization in combination with the implementation of a Data Domain deduplication device have greatly enhanced our disaster recovery capabilities. To achieve disaster preparedness, we still need to ensure that the mission critical data is safely housed at a remote site, intact, with data integrity. While a deduplication appliance for offsite replication has not been purchased, replicating the data to the datacenter has provided added benefits in data recovery for the local site.

Instructional Technology needs assessment surveys were compiled in the fall of 2009. The majority of the allocated funds were used to procure the College portal. The remaining funds were used to purchase approximately fifty personal computers for use in instructional computer laboratories and by instructors for the development of instructional materials.

Staging and configuration of the IP telephony project continues to progress and will conclude with the July deployment. Additional wireless Internet access points have been installed to provide expanded outdoor coverage areas. Indoor access points were upgraded to allow 802.11n devices to utilize the faster connection speeds of newer devices.

Internal Performance Indicator 2

At least 80% of monies collected each year through technology fees (distance learning fees, etc.) will be used by Information Technology and Distance Education. *(This indicator*

previously stated: By the year 2008, at least 80% of monies collected through technology fees (distance learning fees, etc.) will used by Information Technology and Distance Education. The indicator was changed to read as follows: By the year 2008, at least 80% of monies collected through technology fees (distance learning fees, etc) will be used by Information Technology and Distance Education. (Previously, this indicator stated: By the year 2008, at least 80% of monies collected through technology fees (distance learning fees, etc.) will be earmarked for use by Information Technology and Distance Education.)

- **Assessment Results 2007-2008:** Budget reductions applied throughout the institution in transition from FY 2008 to FY 2009 resulted in reductions within the Information Technology Department budget as well.

  A new E&I budget line was created within the FY 2009 budget entitled, "Instructional Technology Improvements" in the amount of $350,000.00 to provide additional funds for the improvement in classroom technology throughout the institution.

  Information Technology Department E&I funds for FY 2008 totaled $79,021.00, with a slight increase in FY 2009 to $80,000.00. The Information Technology Department's FY 2008 general support budget totaled $983,721.00, while being reduced in FY 2009 to $959,090.00.

  Quality Enhancement Plan (QEP) funds provided for classroom technology in FY 2008 totaled $98,000.00, while being reduced to $50,000.00 in FY 2009, per the multi-year QEP budget established in accordance with SACS approved QEP plan for the institution.

  Source of Documentation: Office of Dean of Business Services

  Use of Assessment Results: The College is providing support to the IT Department through avenues mentioned and this indicator will be revisited.

- **Assessment Results 2008-2009:** Any changes to the institutional budget for FY 2009 are also reflected in the Information Technology budget. E & I funds for the Information Technology budget were reduced to $959,000 from the previous year's total of $983,721.00.

  QEP funds provided for classroom technology for FY 2009 were reduced to $50,000 as outlined in the SACS approved institutional QEP plan.

  Source of Documentation: Office of Dean of Business Services

  Use of Assessment Results: The College is providing support to the IT Department through avenues mentioned.

- **Assessment Results 2009-2010:** The Information Technology general support budget for FY 2010 was increased from $958,890 (FY 2009) to $969,954. The Information Technology E&I budget was maintained at $80,000 from FY 2009 to FY 2010. The institution's E&I budget for FY 2010 also included $250,000 for instructional technology improvements. The QEP general support budget for FY 2010 was set at $282,256 in comparison to the FY 2009 budget of $289,893. The QEP E&I allotment for FY 2010 was set at $30,000 in comparison to $50,000 for FY 2009.

  Source of Documentation: Office of Dean of Business Services

  Use of Assessment Results: The College is providing support to the IT Department through avenues mentioned.

Internal Performance Indicator 3

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 2007-2008:** The annual Campus Climate Survey was administered in April 2008. The survey results indicated that 79% of students surveyed on the Poplarville Campus, 82% of students surveyed at the Forrest County Center, and 61.8% of the students surveyed at the Hancock Center agreed or strongly agreed that support staff services were satisfactory.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: The Hancock Center results indicate a decrease in student satisfaction. Results will be used to address issues during the 2008-2009 school year.

- **Assessment Results 2008-2009:** The annual Campus Climate Survey was administered during October and November 2008. Following analysis of the data collected, 73.6% of students surveyed on the Poplarville campus indicated that they were satisfied with the services of office personnel, 71.6 of the students at the Forrest County Center indicated satisfaction, and 78.6% of the students surveyed at the Hancock Center agreed or strongly agreed that they were satisfied with the services provided by office personnel.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: The average results of student satisfaction are slightly down at the Poplarville campus and at the Forrest County Center. A customer relations workshop is being considered for Spring 2010 semester.

- **Assessment Results 2009-2010:** After the annual Campus Climate Survey was administered during October and November 2008, collected data was analyzed. Results indicated that 79.14 percent of students surveyed on the Poplarville campus indicated that they were satisfied with the services of office personnel, an increase of six (6) percentage points. The level of satisfaction at the Forrest County Center increased to 77.02%, and the level of satisfaction at the Hancock Center was maintained at 78.6% concerning services provided by office personnel.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: No action needed at this time. Although the customer relations workshop was not conducted due to budget constraints, plans are being developed to offer a session during the 2010-2011 year.

Internal Performance Indicator 4

The Master Facilities Plan will be reviewed annually by the Buildings & Grounds Committee of the Board of Trustees and will be implemented based on priorities established by the committee and as financial resources become available. *(This indicator previously stated: The Master Facilities Plan will be implemented.)*

- **Assessment Results 2007-2008:** A report on renovation progress and completion of projects is as follows:

- A new Transportation Shop and Shipping/Receiving Warehouse has been completed.
- The demolition of Bilbo Hall was completed.
- Renovation of Holden Stadium was begun.
- The Courtyard Project adjacent to Crosby Hall has been completed.
- The renovation of Hurricane Katrina damages to Huff Hall has been completed.
- Construction of a facility to house the Equipment Operator and Truck Driving Programs has begun.
- A restroom and storage facility for the Tennis Courts has been completed.
- Construction on a new Career Education Building on the Poplarville Campus is underway.
- A landscaping project in the median on Highway 11 in front of the Poplarville campus has been completed.
- The expansion of the Hancock Center Library facility has been completed.
- A Road & Parking Improvement Project on the Poplarville campus has been developed and is awaiting bidding by the Bureau of Buildings & Grounds.

Source of Documentation: Buildings & Grounds Committee Documentation Reports

Use of Assessment Results: The continuous improvement of college facilities is essential to the improvement of the teaching and learning environment. A quality learning environment will enhance the positive growth of the college.

- **Assessment Results 2008-2009:**

  - Completion of a study of the Physical Plan Operations that made recommendations for more effective use of personnel in this area.
  - Completed road improvement project to widen boulevard through the center of the Poplarville campus.
  - Plans developed to create a new parking lot adjacent to the visitor's side of Holden Stadium.
  - Plans developed to create a football field house from the vacated Physical Plant Building.
  - The renovation of Holden Stadium was completed.
  - Career Education Building on the Poplarville Campus was completed.
  - The Transportation Shop/Warehouse on the Poplarville campus was completed.
  - The concrete bleachers in the old football stadium were removed.
  - Architectural plans for the following buildings have been developed: Ethel Holden-Brownstone Center for the Performing Arts, Moody Hall addition, and Marvin White Coliseum. Funding for construction of these building is dependent on settlement of the Hurricane Katrina insurance claim.
  - The Huey Stockstill, Sr. Transportation and Construction Training Center was completed.

  Source of Documentation: Buildings & Grounds Committee Reports

  Use of Assessment Results: The constant improvement of the learning environment and overall aesthetics of the campuses will promote the positive growth of the college.

- **Assessment Results 2009-2010:**

  - Lamar Hall, severely damaged during Hurricane Katrina, was demolished in preparation for a new men's dormitory.

- Jefferson Davis Hall was renovated. The exterior brick was removed and replaced, new exterior stairs were installed, new flooring installed on the interior and the building was painted.
- The renovation of an existing building for use as a band hall was completed.
- A new parking lot was installed and an existing parking lot was renovated at the Forrest County Center.
- The renovation of an existing building for use as an athletic fieldhouse was completed.
- The following buildings were dedicated: (1) The Huey Stockstill, Sr. Transportation and Construction Training Center, (2) The Kathryn Bass Moody Women's Student Housing Facility and, (3) The Earlora Chapman Holden Women's Student Housing Facility.
- Plans were completed and bids accepted for a new men's housing facility to replace Lamar Hall.
- Plans were completed and bids accepted for the replacement of the Moody Hall Addition destroyed by Hurricane Katrina.
- Plans approved for the installation of an elevator for Crosby Hall.
- A courtyard project was completed adjacent to the new band hall.
- New carpet was installed and painting of the entire building was completed in Earlora Holden Women's Dormitory.

Source of Documentation: Buildings and Grounds Reports

Use of Assessment Results: The continued improvement of the learning environment and the general aesthetics of the campuses will promote the positive growth of the college.

Internal Performance Indicator 5

Improvements will be made in telecommunications, Internet services, and website services. *(This indicator previously stated: Improvements will be made in telecommunications and Internet services.)*

- **Assessment Results 2007-2008:** Technology updates continue to assist students and faculty in expanding their access to information and network services. The Metro-Ethernet data circuit project has been completed which increases available bandwidth from 6 Mbps to 50 Mbps. Anyone connected to campus network should notice a significant improvement in the time needed to download files or retrieve information across the network.

  The wireless Internet service has been upgraded in the men's and women's suites, which greatly increases the number of simultaneous connections that can be made to the Internet. Wireless services are currently available on the Poplarville Campus in the following locations: Johnston Library, Crosby Hall, Science Building, Fine Arts Complex, men's suites and women's suites. The Forrest County Center has wireless access in the library. The Woodall Center and the Hancock Center also have wireless Internet services available for student and faculty use

  Source of Documentation: Office of Information Technology

  Use of Assessment Results: The addition of the Metro-Ethernet circuit for the Poplarville campus has been completed. This upgrade is providing additional bandwidth needed to accommodate the growing demand for online resources in distance education, classroom facilities and for student computer labs. Bandwidth utilization is currently averaging 35Mbps of the 50Mbps capacity. IT will continue to monitor utilization in an effort ensure that the demand is being met.

Wireless Internet services are being used extensively in the Men's and Women's Suites, Science Building, Library and Crosby Hall. Because of the heavy utilization and popularity of these services additional residence halls will be equipped with 802.11 wireless services beginning in the fall 2008 semester. Wireless services will continue to be expanded to areas not currently served as resources become available.

- **Assessment Results 2008-2009:** The Division of Information Technology has upgraded wireless Internet Technology. Network infrastructure has been upgraded and expanded.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Wireless Internet service was expanded and upgraded. Many access points were upgraded from 802.11g to the faster 802.11n wireless Internet standard. Coverage was expanded to include service to all residence halls on the Poplarville campus. Additional access points were installed to provide new and expanded coverage in Seal Hall and Crosby Hall. Network infrastructure was enhanced with the installation of an Extreme Networks 8810 Blackdiamond core switch. Approximately thirty aging 3COM switches were replaced with Extreme Networks Summit X150 switches. Switch to switch bandwidth speeds were also upgraded from 100MBs to 1GBs to better handle the increased volume of data traffic flowing across the College network.

- **Assessment Results 2009-2010:**

Implementation of the College portal (Luminis) has begun. Contracts have been signed and server has been delivered. Server virtualization has started. VM Ware and servers have been configured. Data Domain backup for server virtualization has been completed. A survey of instructional technology needs was solicited and compiled in August and September 2009.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Implementation of the College portal continues to progress toward a December 2010 "go live" date. Policies and procedures for the use and governance of the portal features are being finalized and will be submitted for approval very soon. Content channels are still being implemented for those items included in the first phase of deployment. We are on schedule to deploy the portal to our student pilot group and employees at the start of the fall semester. Once fully deployed the portal will provide single sign on to all college web services including email, WildcatWeb, Blackboard, library systems and other electronic systems. The portal will also provide a single URL for access to all electronic information for employees and currently enrolled students.

All standalone windows servers have been migrated and virtualized to the VM Ware environment. This has provided efficiency and economies of scale. Cost reductions have been realized in electrical power consumption and in server hardware costs. Additional benefits have been gained in the area of disaster recovery. Virtulization in combination with the implementation of a Data Domain deduplication device have greatly enhanced our disaster recovery capabilities. To achieve disaster preparedness, we still need to ensure that the mission critical data is safely housed at a remote site, intact, with data integrity. While a deduplication appliance for offsite replication has not been purchased, replicating the data to the datacenter has provided added benefits in data recovery for the local site.

Instructional Technology needs assessment surveys were compiled in the fall of 2009. The majority of the allocated funds were used to procure the College portal. The remaining funds were used to purchase approximately fifty personal computers for use in

instructional computer laboratories and by instructors for the development of instructional materials.

Staging and configuration of the IP telephony project continues to progress and will conclude with the July deployment. Additional wireless Internet access points have been installed to provide expanded outdoor coverage areas. Indoor access points were upgraded to allow 802.11n devices to utilize the faster connection speeds of newer devices.

Internal Performance Indicator 6

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

- **Assessment Results 2007-2008:** Funding was allocated at the described level. Funding for the Poplaville campus, including salaries for the FY 2008-2009 Budget is $206,703, and funding for the Hattiesburg campus is $79,488. Included in the Quality Enhancement Plan budget are E and I Funds which amount to $50,000.

  Source of Documentation: FY 2008-2009 Budget

  Use of Assessment Results: Funding will be used in the continued expansion of the Quality Enhancement Plan. The minimum of 90 percent of the initial Quality Enhancement Plan budget amount has been met. Future requests will remain at this level.

Fall Progress Report 2008-2009

- **Assessment Results 2008-2009:** Funding was allocated at the described level. Funding for the Poplaville campus, including salaries for the FY 2009-2010 Budget is $205,718, and funding for the Forrest County Center is $72,952. Included in the Quality Enhancement Plan budget are E and I Funds which amount to $30,000.

  Source of Documentation: FY 2009-2010 Budget

  Use of Assessment Results: Funding will be used in the continued expansion of the Quality Enhancement Plan. The minimum of 90 percent of the initial Quality Enhancement Plan budget amount has been met. Future requests will remain at this level.

- **Assessment Results 2009-2010:** Funding was allocated at the described level. Funding for the Poplarville campus, including salaries for the FY 2010-2011 Budget is $195,025, and funding for the Forrest County Center is $72,952. Included in the Quality Enhancement Plan budget are E and I Funds which amount to $30,000.

  Source of Documentation: FY 2010-2011 Budget

  Use of Assessment Results: Funding will be used in the continued expansion of the Quality Enhancement Plan. The minimum of 90 percent of the initial Quality Enhancement Plan budget amount has been met. Future requests will remain at this level.

Internal Performance Indicator 7

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

- **Assessment Results 2007-2008:** Total funds raised were $1,097,810, an increase of 43%. In addition, $499,975 was given in stock to establish a new scholarship.

  Source of Documentation: The annual audit and Minutes of the Development Foundation Board meetings supports the assessment results.

  Use of Assessment Results: The endowment fund increased by 22% to $3,533,657, which exceeds the excellence minimum of 2.5%. Scholarships were funded for 349 students with a value of $269,369.

- **Assessment Results 2008-2009: F**rom July 1, 2008 through June 30, 2009, total funds raised through the foundation were $992,118.00.

  Source of Documentation: The annual audit and Minutes of the Development Foundation Board meetings supports the assessment results.

  Use of Assessment Results: The Endowment Fund increased to $3,605,355.00. This is a 1.64% increase over last year which has been a great achievement in today's economy. Scholarships were funded for 320 students with a value of $328,732.00. This is an $111,423.00 increase over last year in scholarship funding made available through the foundation or a 51.3% increase in scholarship funding.

- **Assessment Results 2009-2010:** From July 1, 2009 through June 30, 2010, total funds raised through the foundation were $702,106.00

  Source of Documentation: The Annual Audit and the Minutes of the Development Foundation Board meetings.

  Use of Assessment Results: The Endowment fund increased to $3,717,010.00. This represents an **increase of $111,655.00** in endowment status or a **3.096% increase** as compared to fiscal year 2008-2009. Scholarships were funded for 341 students through the foundation during this fiscal year in the amount of $252,958.00. This is an increase in 21 students receiving scholarships this year as compared to last year however the funding is off about $75,000 in scholarship support. This is primarily due to a much lower income interest on CD investments for scholarship support. Donor giving continues to grow for scholarships however the interest income designated to the scholarships is at a very low point. The foundation is conducting a new scholarship campaign initiative to increase scholarship funding. This will kickoff in August of 2010.

Internal Performance Indicator 8

A comprehensive technology strategic plan will be operational (written, approved, implemented, and funded) by Fall 2010.

Assessment Results 2009-2010: A comprehensive technology strategic plan will be operational by Fall 2010.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The plan continues to be developed and will be submitted for approval by Fall 2010.

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 a weekly report and a computerized calendar.

- **Assessment Results 2007-2008:**

  1. The Friday Report: Distributed by the Office of Student Services. Copies are made available to all faculty, staff, and students on the Poplarville and Forrest County Center campuses, as well as the Hancock Center operations in Waveland and the Lowery A. Woodall Advanced Technology Center in Hattiesburg.

  2. Items on the Friday Report are also put on the PRCC website www.prcc.edu under the subhead Items. Weekly and monthly events are also listed on the front page of the website in the scroll.

  3. Dixie Drawl school newspaper. The school newspaper is published a minimum of three times each semester. It contains upcoming calendar of events, weekly and monthly. It is distributed to all faculty, staff and students, and also made available to the general public in racks and carts in some business establishments throughout the PRCC district.

  Source of Documentation: Copies of the Friday report are on file in the office of the Dean of Student Services. Copies of the Dixie Drawl newspaper are available in the PRCC library on the Poplarville campus, the library at the Forrest County center, and the Public Relations Department in Hancock Hall. Copies of the Dixie Drawl can also be found on the PRCC website under News Calendar.

  Use of Assessment Results: Plans are made to continue expanded distribution of the master calendar for the year to all on campus students. A 12_month calendar of all campus events (athletics, banquets, school breaks, final exam schedules, etc.) is passed out to all students, along with the Cat Country Guide, which is a printed student handbook and is distributed to all students at the first of the school year in August. Space in the calendar is allotted for each day of the month so students can make additions of school activities and events, as well as personal events. The marquee in front of the Poplarville campus provides information on scheduled activities. Encouragement needs to be given to all faculty members and students to utilize campus email accounts to check for announcements.

- **Assessment Results 2008-2009:** The Office of Student Services continues to distribute the Friday Report to all faculty, staff, and students through email and the PRCC website www.prcc.edu under the subhead Items.

The Drawl, school newspaper, has been published three times during the 2008 fall semester, and has been published four (4) times during the 2008 spring semester.

Source of Documentation: The Friday Report is on file in the Office of the Dean of Student Services, and copies of the school newspaper are kept in the Public Relations Department in Hancock Hall and in the library on each campus.

Use of Assessment Results: No action needed at this time.

- **Assessment Results 2009-2010:** Campus activities are announced through the Friday Report, which is distributed via email to all faculty, staff, and students. PRCC's school newspaper, The Drawl, was published and distributed three times during Fall 2009 semester. It was also published and distributed three times during Spring 2010 semester.

  Source of Documentation: The Friday Report is on file in the Office of the Dean of Student Services, and copies of the school newspaper are kept in the Public Relations Department in Hancock Hall and in the library on each campus.

  Use of Assessment Results: No action needed at this time.

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 2007-2008:** Mission Statement and Goals are posted in strategic locations throughout the College. Documents produced by the Office of Planning and Research are located online at http://pr10.prcc.edu/~mlbyrd/ie/.

  Source of Documentation: PRCC website (http://pr10.prcc.edu/~mlbyrd/ie/) and Office of Planning and Research

  Use of Assessment Results: Documents that are currently available online will continue to be updated as new documents become available. In addition, the Institutional Effectiveness Newsletters will be expanded to provide more information regarding planning and effectiveness activities.

- **Assessment Results 2008-2009:** Mission Statement and Goals are posted in strategic locations throughout the College. Documents produced by the Office of Planning and Research are located online at http://pr10.prcc.edu/opr/OIE/OPR/planningdocs.html.

  Source of Documentation: PRCC website (http://pr10.prcc.edu/opr/OIE/OPR/planningdocs.html) and Office of Planning and Research

  Use of Assessment Results: Documents that are currently available online will continue to be updated as new documents become available. In addition, the Institutional Effectiveness Newsletters will be expanded to provide more information regarding planning and effectiveness activities.

- **Assessment Results 2009-2010:** Documents prepared by the Office of Planning and Research are located online at http://pr10.prcc.edu/opr/OIE/OPR/planningdocs.html. This site is updated as new documents are finalized. In addition, the Mission Statement and Goals are posted in strategic locations throughout the College.

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

Use of Assessment Results: Printed documents will be made available for review in specific campus locations (Office of Planning and Research, Office of Institutional Research, Garvin H. Johnston Library, etc.). Information will continue to be provided as needed through the Institutional Effectiveness Newsletters, email, etc.

Internal Performance Indicator 3

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

- **Assessment Results 2007-2008:** Faculty from all locations met on the Poplarville campus on August 14, 2007. The main focus of this meeting concerned campus safety issues. Other topics covered at this meeting included QEP updates, professional development activities, faculty handbook topics, etc. The Poplarville and Forrest County Center Career and Technical Departments met on August 15, 2007, to discuss several issues such as CPAS scores, student achievement, professional development opportunities, etc.

  Source of Documentation: The information is on file in the offices of the Vice President for Instruction, Director of Poplarville Career and Technical Education Programs and Dean of the Forrest County Center.

  Use of Assessment Results: Faculty meetings are held to disseminate information regarding policies, procedures, QEP plans, etc. that are necessary for the effective functioning of the College.

- **Assessment Results 2008-2009:** Faculty from all locations met on the Poplarville campus on August 11, 2008. The main focus of this meeting concerned instruction of the Millennial Generation student. Other topics covered at this meeting included QEP updates, instructional technology, campus safety issues (Wildcat Connection), and effective student assessment. The Poplarville and Forrest County Center Career and Technical Departments met on August 12, 2008, to discuss several issues such as instructional concerns, CPAS scores, student achievement, and professional development opportunities.

  Source of Documentation: The information is on file in the offices of the Vice President for Instruction, Director of Poplarville Career and Technical Education Programs and Dean of the Forrest County Center.

  Use of Assessment Results: Faculty meetings are held to disseminate information regarding policies, procedures, QEP plans, etc. that are necessary for the effective functioning of the College.

- **Assessment Results 2009-2010:** Faculty from all locations met on the Poplarville campus on August 12, 2008. The main focus of this meeting concerned faculty updates provided by various members of the Office of Student Services concerning FERPA, Wildcat Connection, and other topics. Additional topics covered at this meeting included QEP updates, professional development opportunities and instructional technology. In addition, the Poplarville and Forrest County Center Career and Technical Departments met on August 11, 2008, to discuss several issues such as instructional concerns, CPAS scores, and student achievement. Faculty meetings were also conducted on October 19, 2009, on the Poplarville campus, as well as on October 21, 2009, at the Forrest County Center in order to address the topic of student learning outcomes.

Source of Documentation: The information is on file in the offices of the Vice President for Instruction, Director of Poplarville Career and Technical Education Programs and Dean of the Forrest County Center.

Use of Assessment Results: Faculty meetings are held to disseminate information regarding policies, procedures, QEP plans, etc. that are necessary for the effective functioning of the College.

Internal Performance Indicator 4

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

- **Assessment Results 2007-2008:**

Departmental meetings were held on the following dates:

Department of Humanities and Social Sciences	August 15, 2007	December 4, 2007	January 8, 2008	March 20, 2008
Department of Science, Mathematics, and Business	August 15, 2007 August 16, 2007	October 16,2007 October 18,2007	March 20, 2008 April 24, 2008	May 1, 2008 May 6, 2008
Department of Fine Arts and Communication	August 15, 2007	December 11, 2007	n/a	May 8, 2008
Department of Health, Physical Education, and Recreation	August 15, 2007	n/a	n/a	May 9, 2008
Department of Nursing Education	August 15, 2007	September 14, 2007 October 29, 2007 November 26, 2007	January 15, 2008 February 10, 2008 March 17, 2008	April 7, 2008 April 28, 2008
Department of Business and Commerce	August 15, 2007	October 2, 2007 November 27, 2007	January 24, 2008	March 7, 2008
Department of Industrial Technology	August 15, 2007	n/a	March 6, 2008	May 6, 2008
Department of Occupational Training	August 15, 2007	October 2, 2007	January 24, 2008	May 6, 2008

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

Use of Assessment Results: Academic meetings were used to discuss the new issues related to the departments, upcoming semesters scheduling, advising of students, and the yearly award ceremony. Career and Technical meetings were used to disseminate information concerning State equipment and fall pre-registration which occurs during the spring semester.

Assessment Results 2008-2009:

Departmental meetings were held on the following dates:

Department of Humanities and Social Sciences	August 14, 2008	October 10, 2008	January 5, 2009	March 12, 2009
Department of Science, Mathematics, and Business	August 12, 2008	September 30, 2008	March 5, 2009	March 12, 2009
Department of Fine	August 12, 2008	December 15, 2008		May 13, 2009

Arts and Communication				
Department of Health, Physical Education, and Recreation	August 12, 2008	December 5, 2008	January 5, 2009	May 4, 2009
Department of Nursing Education	August 15, 2008 August 25, 2008	October 20, 2008 December 8, 2008	January 21, 2009 February 4, 2009	March 30, 2009 April 20, 2009
Department of Business and Commerce	August 12, 2008	September 25, 2008 October 21, 2008	January 20, 2009	April 21, 2009
Department of Industrial Technology	August 12, 2008	September 25, 2008 October 23, 2008	February 11, 2009	April 3, 2009
Department of Occupational Training Degree Programs	August 12, 2008 September 26, 2008	October 24, 2008 November 21, 2008 December 15, 2008	January 29, 2009 February 26, 2009 March 31, 2009	April 30, 2009 May 12, 2009
Department of Occupational Training Certificate Programs	August 12, 2008 September 25, 2008	October 23, 2008 November 20, 2008 December 15, 2008	January 29, 2009 February 26, 2009 March 31, 2009	April 30, 2009 May 12, 2009

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

Use of Assessment Results: Academic meetings were used to discuss the new issues related to the departments, upcoming semesters scheduling, advising of students, and the yearly award ceremony. Career and Technical meetings were used to disseminate information concerning State equipment and fall pre-registration which occurs during the spring semester.

- **Assessment Results 2009-2010:**

Department of Humanities and Social Sciences	August 11, 2009	November 5, 2009	January 7, 2010	April 1, 2010
Department of Science, Mathematics, and Business	August 11, 2009	October 2, 2009 November 5, 2009	January 12, 2010	April 6, 2010
Department of Fine Arts and Communication	August 12, 2009		May 10, 2010	
Department of Health, Physical Education, and Recreation	August 11, 2009 September 11, 2009	October 9, 2009 November 13, 2009 December 9, 2009	Aug. 11th Dec. 9th	Jan. 7th April 30th
Department of Nursing Education	August 31, 2009 September 14, 2009	October 19, 2009 November 30, 2009	January 25, 2010 March 1, 2010	May 10, 2010
Department of Business and Commerce	August 11, 2009 September, 4, 2009	October 6, 2009	February 2, 2010 February 25, 2010 March 2, 2010	April 27, 2010 May 4, 2010
Department of Industrial Technology	August 11, 2009 September 08, 2009	October 4, 2009	February 3, 2010	April 28, 2010
Department of Occupational Training Degree Programs	September 30, 2009	October 30, 2009	Jan 28 2010 Feb 25 2010 Mar 25 2010	April 24 2010 May 6 2010

Department of Occupational Training Certificate Programs	September 30, 2009	October 29, 2009	January 28, 2010 February 25, 2010 March 25, 2010	April 29, 2010 May 6, 2010

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

Use of Assessment Results: Academic departmental faculty meetings were used to discuss the new issues related to the departments, upcoming semesters scheduling, advising of students, and the yearly award ceremony. Career and Technical departmental faculty meetings were used to disseminate information concerning State equipment and fall pre-registration which occurs during the spring semester.

Internal Performance Indicator 5

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

- **Assessment Results 2007-2008:** A professional development session for support staff was held on October 23. 2007, on the Poplarville Campus and on November 15, 2007, at the Forrest County Center. The topic for the sessions focused on campus safety issues.

  Source of Documentation: Office of Planning and Research

  Use of Assessment Results: A survey is currently being planned in order to ask for input regarding professional development topic ideas for 2008-2009.

- **Assessment Results 2008-2009**: On October 27, 2008, an information sharing session was implemented for support staff on the Poplarville Campus. In addition, a guest speaker was present to lead a discussion regarding the benefits of organizing and joining a professional organization. On October 30, a similar session was held at the Forrest County Center for support staff.

  Source of Documentation: Office of Planning and Research

  Use of Assessment Results: It was found that there was interest among support staff regarding organizing and joining a professional organization. An initial meeting regarding organizing a professional organization was held on December 4 with interested support staff.

- **Assessment Results 2009-2010:** On April 22, 2010, Ms. Deborah Tierce, a professional motivational speaker, presented a staff development session for all support staff. With 80 percent of the support staff in attendance, evaluations were very high, and the information which was shared was very well received.

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

  Use of Assessment Results: Informative and motivational meetings for support staff will be continued.

Internal Performance Indicator 6

The Alumni Association will hold annual meetings in each county in the Pearl River Community College district.

- **Assessment Results 2007-2008:** Each Alumni Chapter of the PRCC Alumni Association is now conducting regular meetings.

  Source of Documentation: Results are documented in the minutes of the Foundation Board, the Board of Trustees, Alumni Association minutes, and the editions of the "Riverside".

  Use of Assessment Results: Results are documented in the minutes of the Foundation Board, the Board of Trustees, Alumni Association minutes, and the editions of the "Riverside".

  The Forrest/Lamar Chapter provided $5,450 in funding for student scholarship for the year and added an additional $9,500 to their endowment.

  The Hancock County Alumni Chapter provided $1,238 in scholarship support.

  The Pearl River county Alumni Chapter provided $2,272 in scholarship support.

  The Marion/Jeff Davis Alumni chapter provided $1,390 in scholarship support and added $3,000 to their endowment.

- **Assessment Results 2008-09**. All Alumni Chapters have held meetings throughout the year but are on an as needed basis. Forrest/Lamar Counties Chapter holds regular scheduled meetings every other month.

  Source of Documentation: Results are documented in the minutes of the Foundation Board, the Board of Trustees, Alumni Association minutes, and the editions of the "Riverside".

  Use of Assessment Results: The results were that the alumni were continually involved in the programs and activities of the college. Alumni fish fry's, golf tournaments, and steak dinners were held to generate funding for the Development Foundation Endowment and for scholarships for students.

  July 1, 2008-June 30, 2009

  The Forrest/Lamar Alumni Chapter provided $6,720 for student scholarships for the year and added $3,986.20 to the endowment fund.
  This is almost a 53% increase in scholarship support and a 33% increase in endowment support over last year.

  The Hancock County Alumni Chapter provided $1,700 for student scholarships for the year which is a 70% increase in support over last year.

  The Pearl River County Alumni Chapter provided $2,550.00 for student scholarships for the year which is a 100% increase in support over last year.

  The Marion/Jeff Davis Alumni Chapter provided $2,550 for student scholarships for the year and added $1,500 to the endowment fund. This is 200% increase in scholarship support over last year.

- **Assessment Results 2009-2010:** July 1, 2009 – December 15, 2009: The Forrest/Lamar Alumni Chapter raised over $6,000 for scholarship funding and support of the endowment that the chapter has set up with the foundation. The chapter has now exceeded $25,000 in

their endowment support and will be using the interest from that endowment to establish a fifth scholarship for a student from Forrest or Lamar Counties. The Hancock County Alumni Chapter conducted their first annual scholarship golf tournament in November and with the addition of some financial gifts raised over $18,000 in support of scholarship and a chapter endowment fund. The Pearl River County Alumni Chapter held their annual scholarship golf tournament and continues to fund scholarship for three Pearl River County Students. The Marion/Jeff Davis Alumni Chapter raised over $6,000 through their annual steak dinner in Foxworth. The money provides for student scholarships and additional money on the chapters endowment fund for the foundation.

Source of Documentation: Results are documented in the minutes of the Foundation Board, the Board of Trustees, Alumni Association, and the editions of the "Riverside".

Use of Assessment Results: Results are documented in the minutes of the Foundation Board, the Board of Trustees, Alumni Association, and the editions of the "Riverside".

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 2007-2008:** Data indicates that all six counties in the district are represented with 22 out of 26 high schools in the district being represented. (Sacred Heart added a senior class which now brings the number of high schools in the district to 26.)

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor and additional methods of attracting a diverse population of students are being explored. The Recruiter and the Director of Recruitment and Orientation will deliver new recruitment packets to high schools in the district, as well as continue to inform the community as to the many diverse educational opportunities available at Pearl River Community College.

- **Assessment Results 2008-2009:** Data indicates that all six counties in the district are represented. Data also indicates that all public school systems are represented and four private schools are represented.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Organizational changes are being considered for the Office of Recruitment and Orientation in order to provide additional services.

- **Assessment Results 2009-2010:** Data indicates that all six counties in the district are represented. Data also indicates that all public school systems are represented and four private schools are represented.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: Organizational changes are being considered for the Office of Recruitment and Orientation in order to provide additional services.

Internal Performance Indicator 2

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

- **Assessment Results 2007-2008:** The enrollment data for Fall 2007 indicates that 4194 students were enrolled at end of late registration and the reported enrollment after the sixth week of scheduled classes was 3963. This data reflects a retention rate of 94%.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: No action needed.

- **Assessment Results 2008-2009:** The enrollment data for Fall 2008 indicates that 4,455 students were enrolled at the end of late registration and the reported enrollment after the sixth week of scheduled classes was 4,258, which reflects a retention rate of 95%.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: No action needed.

- **Assessment Results 2009-2010:** Fall 2009 enrollment data reflects that 96% of students who began the semester remained enrolled through the six week period. *(5,112 students were enrolled at the end of late registration and 4, 905 were enrolled at the end of the sixth week.)*

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: No action needed.

Internal Performance Indicator 3

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

- **Assessment Results 2007-2008:** The enrollment data for Fall 2007 reflects reported enrollment at the six week audit period of 3963 students with 3,861 student completing the semester. The retention rate is 97.4%.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: No action needed at this time.

- **Assessment Results 2008-2009:** Enrollment data for Fall 2008 reflects an enrollment at the six week audit period of 4,258 students with 4,132 students completing the semester, reflecting a retention rate of 97%.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: No action needed at this time.

- **Assessment Results 2009-2010:** Enrollment at the end of the six week audit period for Fall 2009 was 4,905 students with 4,789 students completing the semester, which is 97 percent completion.

  Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

  Use of Assessment Results: No action needed at this time.

Internal Performance Indicator 4

Summer school enrollment will increase by 5% each summer. *(This indicator previously stated that summer school enrollment would increase by 20% each summer. However, in 2006 the Planning and Effectiveness Committee determined that a 5% increase would be a more realistic goal.)*

- **Assessment Results 2007-2008:** The summer 2007 audited enrollment was 1334, which is a slight increase from summer 2006 enrollment of 1,331 and does not achieve the goal of a 5% increase.

  Source of Documentation: Office of Institutional Research

  Use of Assessment Results: Efforts will continue to contact high school seniors in the district and to all individuals who have completed applications to attend Pearl River Community College. Recruitment materials, application packets and campus information will be distributed to all schools within the six-county district as well as various off-campus sites. Campus visits will be made to all of the area high schools and campus tours will be provided to potential students.

- **Assessment Results 2008-2009:** Summer 2008 total enrollment reflects a slight increase from 1,134 to 1,385.

  Source of Documentation: Office of Institutional Research

  Use of Assessment Results: Efforts will continue to contact high school seniors in the district and to all individuals who have completed applications to attend Pearl River Community College.

- **Assessment Results 2009-2010:** The summer 2009 total enrollment reflects an increase from 1385 to 1493, approximately 8%.

  Source of Documentation: Office of Institutional Research

  Use of Assessment Results: Efforts will continue to contact high school seniors in the district and to all individuals who have completed applications to attend Pearl River Community College.

Internal Performance Indicator 5

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

- **Assessment Results 2007-2008:** Recruitment materials, application packets and a variety of campus information were distributed to all schools within the six-county district as well as various off-campus sites. A representative attended high school graduation ceremonies in order to present a certificate to scholarship recipients. All GED programs within the district were visited with the exception of Prentiss. An information fair for home school students was attended as well. The following programs were held on campus: Fill the Stadium,

Counselor's Day Luncheon, Scholar's Night, and Spring Fest. Early April registration is provided for students who score 18 or higher on the ACT. Campus visits were made to all of the area high schools. In December, the first area-wide recruitment night was held for the Hancock Center. Numerous private campus tours were given to potential students, and there were also several group Career-Technical tours that were conducted throughout the year.

Source of Documentation: Office of the Director of Recruitment and Orientation

Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored. The Recruiter and the Director of Recruitment and Orientation will deliver new recruitment packets to high schools in the district, as well as continue to inform the community as to the many diverse educational opportunities available at Pearl River Community College. Both College and Career fairs will be attended by college representatives. Other community activities will be attended by college representatives so as to make information available to the largest and most diverse group of potential students. All GED classes in the six county district will be visited with materials. Materials will also be disseminated through the cart at TurtleCreek Mall, Walmart stores and local churches in order to attract more non-traditional students.

- **Assessment Results 2008-2009:** Recruitment materials, application packets and a variety of campus information have been distributed to all schools within the six-county district as well as various off-campus sites. Plans include visiting all GED programs within the district; and providing a variety of recruitment programs on campus, such as GED Recruitment Day, Fill the Stadium, Counselor's Day Luncheon, Scholar's Night, Spring Fest, early April registration for students who score 18 or higher on the ACT. Campus visits will be made to all of the area high schools. Numerous private campus tours are provided to potential students, as well as group Career-Technical tours.

  Source of Documentation: Office of the Director of Recruitment and Orientation

  Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored.

- **Assessment Results 2009-2010:** Recruitment material as well as a variety of information regarding the institution has been distributed to all schools within the six-county district in addition to various off-campus locations. Plans include additional visits to all high schools within the district as well as a variety of on-campus activities such as GED Tour Day, Fill the Stadium, Wildcat Fest, Career Mentor's Day, and early registration for high school seniors with an ACT score of 18 or higher. Campus tours and Career/Technical tours are frequently provided to both small and large groups of students. Additionally, private campus tours are provided to potential students on a regular basis, and institutional information is sent to students by way of e-mail and regular mail.

  Source of Documentation: Office of the Director of Recruitment and Orientation

  Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored.

Internal Performance Indicator 6

Eighty percent (80%) of Career and Technical Education students who are eligible for graduation will successfully complete their respective programs according to the State measurement definition.

- **Assessment Results 2007-2008:** A hundred percent of students who were eligible to graduate completed the programs

  Source of Documentation: Offices of Career and Technical Education Programs on the Poplarville Campus, at the Forrest County Center,and the Hancock County Center.

  Use of Assessment Results: No plan of improvement was required. The graduation rate exceeds the requirement of the State.

- **Assessment Results 2008-2009:** Of those who met eligibility requirements for graduation, all graduated for a 100% completion rate.

  Source of Documentation: Dr. Ann Moore and Dr. Joe Wesley, Counselors, and Instructors

  Use of Assessment Results: The graduation rate of 100 percent (100%) meets the state requirement. No plan of improvement is required.

- **Assessment Results 2009-2010**: One hundred percent (100%) of students who met graduation eligibility requirements graduated.

  Source of Documentation: Dr. Ann Moore and Dr. Joe Wesley, Counselors; and Instructors.

  Use of Assessment Results: The graduation rate exceeds the state requirement. No plan of improvement is required.

Internal Performance Indicator 7

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

- **Assessment Results 2007-2008:** Eighty seven percent (87%) of the students enrolled in career technical programs (unduplicated enrollment) passed a level of instruction according to the State measurement definition of retention.

  Source of Documentation: Offices of the career and technical counselors and instructors at the Poplarville campus, Forrest County Center, and the Hancock County Center.

  Use of Assessment Results: The retention rate of 87% exceeds the requirement of the State. No plan of improvement was necessary.

- **Assessment Results 2008-2009:** Approximately eighty-eight percent (87.8%) of the students enrolled in career technical programs (unduplicated enrollment) passed a level of instruction according to the State measurement definition of retention.

  Source of Documentation: Offices of the career and technical counselors and instructors at the Poplarville campus, Forrest County Center, and the Hancock County Center.

Use of Assessment Results: The retention rate of 87.8% exceeds the baseline requirement (73.1%) of the State. No plan of improvement was necessary. However, a recommendation will be made to change the indicator to reflect the updated state baseline.

- **Assessment Results 2009-2010**: Approximately ninety-two percent (92%) of career and technical students who were defined by the Mississippi Department of Education as concentrators met the required retention rate.

  Source of Documentation: Offices of the career and technical counselors and instructors at the Poplarville campus and the Forrest County Center.

  Use of Assessment Results: Because programs exceeded the Mississippi Department of Education requirement, plans of improvement were not required.

Internal Performance Indicator 8

At least 80% of those students who have earned less than sixteen semester hours of credit and are enrolled in at least twelve hours of academic course work after six weeks of any fall semester will be enrolled at the end of registration for the next fall semester.

- **Assessment Results 2007-2008:** The Planning and Effectiveness Committee has recommended the modification of this indicator in order to accurately reflect data and is currently in the process of revising the indicator.

  Source of Documentation: The Office of Institutional Research

  Use of Assessment Results: This indicator will be revised

- **Assessment Results 2008-2009:** The Planning and Effectiveness Committee has made its recommendation concerning the modification of this indicator to be implemented for the 2009-2010 report.

  Source of Documentation: The Office of Institutional Research

  Use of Assessment Results: No action needed.

- **Assessment Results 2009-2010:** From Fall 2008 to Fall 2009, 55.8% of the students enrolled met the Indicator 8 guidelines above.

  Source of Documentation: The Office of Institutional Research

  Use of Assessment Results: This indicator was modified by the Planning and Effectiveness Committee in 2009-2010, and the new indicator will be implemented for 2010-2011 reporting.

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 Workforce Development Center 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

At least 60 training projects will be developed and delivered to businesses, industries, educational and public service entities.

- **Assessment Results 2007-2008:** PRCC conducted 62 training and education projects as part of the State Board for Community and Junior Colleges system in this fiscal year. The department also executed one MDES Grant, two SMPDD Grants, one NASA grant, and has been tentatively awarded a NSF grant to support the Electrical Utility Technology Program

  Source of Documentation: State Board for Community and Junior Colleges GCR and PRCC Business Office.

  Use of Assessment Results: The State Board for Community and Junior Colleges started an accountability effort in this fiscal clear. The result of this will be made available in the next several months.

- **Assessment Results 2008-2009:** PRCC has submitted 65 training and education projects, of which 55 are currently approved. One National Science Foundation Grant began on October 1, 2008. The Pathways to Reconstructing the Mississippi Gulf Coast is near close out and will end on February 28, 2009. The two South Mississippi Planning and Development District grants are again funded for this fiscal year.

  Source of Documentation: State Board for Community and Junior Colleges GCR and PRCC Business Office.

  Use of Assessment Results: The State Board for Community and Junior Colleges started an accountability effort in this fiscal year. The result of this will be made available in the next several months.

- **Assessment Results 2009-2010:** PRCC has submitted 52 training and education projects, of which 45 are currently approved. While reporting is not complete, as of June 2010, 5111 unduplicated students and 8394 duplicated students received training in these workforce projects.

- The National Science Foundation Grant that began on October 1, 2008, is reaching the end of year two. There have been 130 students enrolled in this program.
- The two South Mississippi Planning and Development District grants are again funded for this fiscal year. In the computer training program funded in this effort, 153 students have completed 759 courses. The dislocated worker grant effort has offered counseling to 866 individuals that are unemployed seeking educational guidance and assistance.
- The National Emergency Grant, which was an extension of the Pathways to Reconstructing the Gulf Coast effort, was funded for this fiscal year at approximately $500,000. Students affected by Hurricane Katrina received training in Construction Equipment Operations (65), Commercial Drivers Licensure (71), Geographic Information Systems (4), Welding (23), and Culinary (29).

Source of Documentation: State Board for Community and Junior Colleges GCR and PRCC Business Office.

Use of Assessment Results: The State Board for Community and Junior Colleges started an accountability effort in this fiscal year. The result of this will be made available in the next several months.

Internal Performance Indicator 2

Each of Pearl River Community College's six counties will be served by at least one Adult Education Center.

- **Assessment Results 2007-2008:** Each PRCC county had an Adult Basic Education program except, again, Jeff Davis County. A total of 297 GED's were awarded.

  Source of Documentation: Adult Basic Education Director

  Use of Assessment Results: PRCC has been awarded a grant from the Mississippi Legislature to increase the number of GED graduates by 15%. This grant took effect at the beginning of FY 09

- **Assessment Results 2008-2009:** Each PRCC county has an Adult Basic Education program.

  Source of Documentation: Adult Basic Education Director

  Use of Assessment Results: PRCC has been awarded a grant from the Mississippi Legislature to increase the number of GED graduates by 15%. This data will be analyzed in FY'10.

- **Assessment Results 2009-2010:** Each county in PRCC's district currently has an Adult Basic Education program.

  Source of Documentation: Adult Basic Education Director

  Use of Assessment Results: PRCC has been awarded a grant from the Mississippi Legislature to increase the number of GED graduates by 15%. This data will be analyzed in FY'10.

Internal Performance Indicator 3

At least 8000 persons will be trained in the Workforce Education training projects with businesses, industries, educational and public service customers annually.

- **Assessment Results 2007-2008:** A total of 9,169 duplicated students attended workforce training provided by PRCC. The unduplicated count is 4,342.

  Source of Documentation: PRCC Accountability Database.

  Use of Assessment Results: This information is sent along with the participants' information to the Mississippi State University Social Science Research Center for labor market analysis.

- **Assessment Results 2008-2009:** This information will not be available until FY'10.

  Source of Documentation: Director of Workforce Education

  Use of Assessment Results: N/A

- **Assessment Results 2009-2010:** Reports for 2008-2009 reflected a total of 80 State Board for Community and Junior Colleges projects, which produced total trainees of approximately 13,000. Due to reporting procedures, information for 2009-2010 will be provided in 2011.

  Source of Documentation: Director of Workforce Education

  Use of Assessment Results: No action needed.

Internal Performance Indicator 4

One hundred percent of the Workforce Education's customers responding to the Legislative Accountability Report will indicate that their training objectives were met and they will continue to use the Center.

- **Assessment Results 2007-2008:** LAR's have been eliminated and replaced by the State Board for Community and Junior Colleges Accountability System.

  Source of Documentation: Workforce Director

  Use of Assessment Results: Not available at this time.

- **Assessment Results 2008-2009:** The Legislative Accountability Report has been supplanted by the State Board for Community and Junior Colleges Accountability System. PRCC began submitting data to this system in FY'07.

  Source of Documentation: Director of Workforce Education

  Use of Assessment Results: Results will be available in FY'10.

- **Assessment Results 2009-2010:** Participants in Workforce Education training sessions have increased approximately 42% since 2007-2008. A recommendation is being made to revise this indicator for 2010-2011.

  Source of Documentation: Director of Workforce Education

  Use of Assessment Results: Results not available.

APPENDIX A
To Goal 1: IPI 6

PROGRAM	2006 - 2007 PASS RATE	NO. PASSING	NO. TAKING	2007 - 2008 PASS RATE	NO. PASSING	NO. TAKING	2008 - 2009 PASS RATE	NO. PASSING	NO. TAKING
Associate Degree Nursing	90%	69	77	93%	64	69	98%	84	86
Barbering	91	10	11	85	11	13	93	14	15
Cosmetology	100	11	11	100	13	13	100	14	14
Dental Assisting (certificate)	100	13	13	100	10	10	100	13	13
Dental Hygiene Technology	100	16	16	94	15	16	100	16	16
Medical Laboratory Technology	67	6	9	100	9	9	92	11	12
Medical Radiologic Technology	94	17	18	100	18	18	100	18	18
Occupational Therapy Assistant Technology	83	19	23	95	18	19	95	18	19
Practical Nursing (Forrest County Center)	82	18	22	89	16	18	96	23	24
Practical Nursing (Poplarville Campus)	93	14	15	92	11	12	100	10	10
Physical Therapist Assistant Technology	100	18	18	88	15	17	89	17	19
Respiratory Care Practitioner Technology	97	28	29	88	14	16	95	18	19
Surgical Technology	100	16	16	91	21	23	94	16	17
Total for all programs	92%	255	278	93%	235	253	96%	272	282

State reports generally run one year behind schedule

Institutional Effectiveness Planning & Evaluation Calendar

Annual Planning & Evaluation Cycle

INSTITUTIONAL EFFECTIVENESS PLANNING AND EVALUATION CALENDAR

2009 - 2010

MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
July	2008-2009 Internal Performance Indicators (IPI) Data Accumulation	Committees	Ms. Wells
July	Preparation and Distribution of Policy and Procedure Manuals	Ms. Sharman Ladner	Dr. Askew
July	Submission of Hancock Center Substantive Review Response (Deadline 8/24/09)	Dr. Grant/Ms. Smith	Dr. Askew
August	Professional Development Sessions	Faculty and Staff	Dr. Askew/Ms. Wells
September	Review of 2008-2009 Strategic Plan and IPI Assessment Results	Planning and Effectiveness Committee	Ms. Daly/Ms. Wells
September	Completion of 2008-2009 Assessment Charts	Division/Department Chairs	Ms. Wells
September	Completion of 2009-2010 Fall Semester Assessment Charts	Division/Department Chairs	Ms. Wells
October	Review of Mission Statement and Strategic Goals Policy/Procedure Recommendations	Policy and Procedure Committee Committees	Dr. Grant
October	Support Staff Professional Development Sessions	Support Staff	Ms. Wells
October	Review of 2009-2010 Fall Semester Assessment Charts	Planning and Effectiveness Committee Administrative Council	Ms. Daly/Ms. Wells Dr. Askew
October	Review of 2008-2009 Strategic Plan and IPI Assessment Results	Administrative Council	Dr. Askew
October	Completion of Pearl River Community College 2008-2009 Strategic Plan and IPI Document	Planning and Research	Dr. Askew/Ms. Wells
October	Completion of 2008-2009 Institutional Planning and Effectiveness Document	Planning and Research	Dr. Askew/Ms. Wells

2009-2010 IEPAEC Continued

MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
October	Publication of Fact Book	Institutional Research	Ms. Wells
October/ November	Campus Survey	Students	Dr. Breerwood/ Ms. Wells
November	Review of 2008-2009 Strategic Plan and IPI Assessment Results and Review of 2008-2009 Institutional Planning and Effectiveness Document	Board of Trustees	Dr. Grant
November	Publication of 2008-2009 Strategic Plan and IPI Assessment Results Document and 2008-2009 Institutional Planning and Effectiveness Document	Planning and Research	Dr. Askew/Ms. Wells
November	Completion of Fall Semester 2009-2010 Assessment Charts and Institutional Planning and and Effectiveness Document	Planning and Research	Dr. Askew/Ms. Wells
November	2009-2010 IPI Interim Report Submission for Review	Committee Chairs	Ms. Wells
November	Student Evaluations of Faculty	Ms. Ladner Faculty and Students	Dr. Askew
December	Development of Proposed 2010-2011 Strategic Plan and IPIs	Committees	Committee Chairs
January	Review of 2009-2010 Strategic Plan and IPI Interim Report and Review, Revision, and Approval of Proposed 2010-2011 Mission Statement, Strategic Goals, and IPIs (Strategic Plan)	Planning and Effectiveness Committee Administrative Council	Ms. Daly/Ms. Wells Dr. Askew
January	Evaluations of Supervisors	Ms. Ladner Faculty and Staff	Dr. Askew/Ms. Wells
January	Evaluations of Personnel	Supervisors	Dr. Askew
January	Women's Health Symposium	Committee	Dr. Askew

2009-2010 IEPAEC Continued

MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
February	Review and Approval of Proposed 2010-2011 Mission Statement, Strategic Goals, and IPIs (Strategic Plan)	Board of Trustees	Dr. Grant
February	Completion of Revised 2010-2013 Strategic Plan and IPI Document	Planning and Research	Dr. Askew/Ms. Wells
February	Budget Requests/Needs Assessment Forms	All	Mr. Knight
March	Evaluations of Office of Planning and Research	Planning and Effectiveness Committee	Ms. Daly
April	Committee Updates	Ms. Ladner	Dr. Askew/Dr. Grant
May	Graduate Survey	Bookstore Personnel and Students	Ms. Wells
June	Post-Graduate (2009) Survey	N/A	Ms. Wells
June	Completion of General Education/ Learning Resources Program Reviews	Faculty and Staff	
June	Review of Budget Allocations	Administrators	Mr. Knight
June	Submission of 2009-2010 Strategic Plan and Internal Performance Indicators Assessment Results (December to June) to IR Office	Committees	Committee Chairs

PEARL RIVER COMMUNITY COLLEGE
ANNUAL PLANNING AND EVALUATION CYCLE

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

July

Submit Previous Year's Strategic Plan and Internal Performance Indicators Assessment Results and Implement Present Year's Strategic Plan and Internal Performance Indicators.

Committees

→

September - October

Review of Previous Year's Strategic Plan and Internal Performance Indicators Assessment Results.

Planning and Effectiveness Committee, Administrative Council, and Board of Trustees

→

October - November

Continue Review and Discussion of Mission Statement and Strategic Goals

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Policy and Procedure Committee

→

December - January

Review Present Year's Strategic Plan and Internal Performance Indicators Interim Report.

Planning and Effectiveness Committee and Administrative Council

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Propose Next Year's Strategic Plan and Internal Performance Indicators.

Committees

→

January

Review, Revise, and Approve Next Year's Mission Statement, Strategic Goals, and Internal Performance Indicators (Strategic Plan).

Planning and Effectiveness Committee and Administrative Council

→

February

Review and Approve Next Year's Mission Statement, Strategic Goals, and Internal Performance Indicators (Strategic Plan).

Board of Trustees

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BUDGET REVIEW PROCESS

February

Prepare and Submit Needs Assessment Forms.

Budget Supervisors

←

March – May

Prepare Next Year's Budget.

Dean of Business Services and Administrators

←

May - June

Approve Next Year's Budget.

Board of Trustees

←

June

Review Next Year's Budget Allocations.

Dean of Business Services and Administrators

↑

DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS

July – September

Complete and Review Previous Year's Assessment Charts and Prepare Present Year's Fall Semester Assessment Charts based on Mission Statement and Strategic Goals.

Division/Department Chairs

→

October – November

Review Present Year's Fall Semester Assessment Charts.

Planning and Effectiveness Committee and Administrative Council

→

November

Review Previous Year's Assessment Charts and Accomplishments.

Board of Trustees

↑

Schedules of Personnel Evaluations and Surveys

OFFICE OF PLANNING AND RESEARCH

SCHEDULE FOR EVALUATIONS

2009 - 2010

STUDENT EVALUATIONS OF INSTRUCTION

October 5 – Student Evaluations of Instruction begin

October 5 - 30, 2009 – Instruction Evaluations

January 11 – Student Evaluation results distributed to administrators/supervisors

SUPERVISOR EVALUATIONS

January 20 – Supervisor Evaluations emailed to employees

January 20 - 27, 2010 – Supervisor Evaluations

February 22 – Supervisor Evaluation results distributed to administrators/supervisors

PERSONNEL EVALUATIONS

March 1 – Personnel Evaluations emailed to administrators/supervisors

March 8 – Schedules for Personnel Evaluations sent to Office of Planning and Research

March 1 - 31, 2010 – Personnel Evaluations

SCHEDULE OF EVALUATIONS AND SURVEYS

2009 - 2010

EVALUATION/SURVEY	MONTH	PURPOSE
Student Evaluations of Instruction	October, November, April, June, July	To determine students' perceptions of instructors.
Associate Degree Nursing	November, May	To evaluate textbooks, course, curriculum, clinical instructors, and clinical agencies.
Campus Climate Survey	November	To measure what aspects of campus are important to students and how satisfied students are with them.
Wellness Center Evaluation	December	To determine students' satisfaction with the facility, faculty, staff, and student workers.
Evaluations of Supervisors	January	To determine perceptions of effectiveness and to make improvements.
Evaluations of the Office of Planning and Research	February	To determine research needs of personnel and perceptions regarding the effectiveness of the services provided by the Office of Planning and Research and the Institutional Research Specialist and to make improvements.
Evaluations of Personnel	March	To determine perceptions of effectiveness and to make improvements.
Student, Faculty, and Administrator/Staff Library Surveys	April	To determine student, faculty, and administrator/staff perceptions of effectiveness of library services in order to make improvements.
Student (Graduates) Opinion Survey	May	To determine perceptions of College's programs and services.
Post Graduate Survey	June	To improve the services offered to students.

Major Committee Objectives and Accomplishments

Pearl River Community College

Major Committees' Objectives and Accomplishments

Administrative Council / Management Committee

Planning and Effectiveness Committee

Policy and Procedure Committee

Fiscal Management Committee

Instructional Council Committee

Professional Development Committee

Student Services Committee

Workforce Education Committee

ADMINISTRATIVE COUNCIL
2009-2010 OBJECTIVES

The purpose of the Administrative Council is to facilitate the day-to-day operations through an exchange of information, to resolve operational issues and, to serve in an advisory role to the President. The Council has scheduled monthly meetings that are held at 8:30 a.m. on Wednesday following the Board of Trustees meeting that is normally held on the second Tuesday of each month.

The Administrative Council meetings allow college administrators an opportunity to review programs and activities in their respective areas for other members of the Council. The Council meetings also provide a forum for the discussion of college-wide issues and the resolution of significant issues that impact the operation of the institution.

Listed below are the OBJECTIVES for the Administrative Council for2009-2010:

- Continued refinement of the admissions, registration and orientation process.
- Plan for student housing adjustments with the construction of new dormitories and the possible transition of some current facilities being used as dormitories to classrooms and faculty offices.
- Plan for continually improving relationships with all school districts in our service area.
- Receive input regarding the improvement of the College's buildings and grounds.
- Ensure the continuity of effort in providing services in recovering from the aftermath of Hurricane Katrina.
- Communicate the College's efforts to provide workforce education projects throughout the district.
- Plan for the explosive demand for instructional programs, student services and facilities at all College locations.
- Evaluate any changes needed in the formatting of the instructional schedule.
- Provide for the continued development and growth of the Hancock Center.
- Help plan for the marketing of the College to the service area.
- Plan for the expanded use of technology as an instructional and management tool.
- Plan for the continuous improvement of the instructional program and for course redesign in appropriate program/content areas.

ADMINISTRATIVE COUNCIL
ACCOMPLISHMENTS
2009-2010

The Administrative Council provides a venue for the discussion of issues important to the successful operation of the College. During the 2009-1010 school year, the Council successfully provided a forum for the discussion of these issues and the development of strategies for college-wide improvement.

Among the major issues addressed by the Council were the following:

1. The on-going recovery from the damages caused by Hurricane Katrina.
2. The diminishing resources from state appropriations and the need for funding from other external sources, i.e. grants.
3. Discussed the implementation of the Emergency Notification System to provide emergency messages for students and employees.
4. Discussed the implementation of the Adult Services Program.
5. The development of the Title III Program and the focus on student retention and advisement.
6. The issue of transfer of credits and the statewide articulation agreement was discussed.
7. The Office of Business Services cost-saving initiatives to assist in the budget challenges for the next fiscal year.
8. The use of electronic transcripts and the services provided by this technology.
9. Reviewed the college Mission Statement and Strategic Goals.
10. Discussed the personnel evaluation system and reviewed the process and procedures for conducting these evaluations.
11. Discussed the Quality Enhancement Plan and the consideration and planning for a course redesign for mathematics instruction.
12. Reported on the various construction and renovation/repair projects that are on-going .
13. New Policies were presented for recommendation to the Board of Trustees as were policy & procedure revisions.
14. Discussed the new on-line orientation process.
15. Discussed the college's role in supporting the BP oil spill cleanup and recovery.
16. Heard reports on the new telephone system and its impact on future college operations.

Pearl River Community College
Planning and Effectiveness Committee
Objectives and Action Plans 2009-2010

The Planning and Effectiveness Committee is chaired by a faculty member appointed by the President. Its members are the Vice President for Instruction, Chief Planning Officer, Institutional Research Specialist, eight faculty representatives, and others appointed by the President.

The purpose of the Planning and Effectiveness Committee is to provide assistance in facilitating a program of institutional effectiveness and outcomes assessment for the College.

Meeting Schedule: Once a semester or as called by the Chair.

2009-2010 Planning and Effectiveness Committee:
Amy Daly, Faculty, Chair; Becky Askew, Chief Planning Officer; Lourie Barnett, Faculty; Mike Bass, Faculty; Adam Breerwood, Dean; John Grant, Jr., Vice President for Instruction; Valerie Horne, Director of Financial Aid; Steve Howard, Chief Technology Officer; Anita Morrow, Faculty; Dannell Roberts, Faculty; Jennifer Seal, Faculty, Maggie Smith, Director of Hancock Center; Evelyn Wallace, Faculty; Brenda Wells, Institutional Research Specialist; and Judy Wells, Faculty, and Justin Williamson, Faculty..

Objectives and Action Plans 2009-2010

Objective 1: Continue the publication of the Planning and Effectiveness Newsletter.
Action Plan:

- The PE Committee will continue to provide information and suggestions to the Office of Planning and Research to be included in the Planning and Effectiveness newsletter which assist campus personnel regarding matters of importance throughout the year (i.e. schedules of evaluations, committee meetings, assessment charts, survey research results, distance education, accreditation information, etc.).

- This document is prepared and sent by the Office of Planning and Research to campus administrators, faculty, and staff via email and hard copies.

Objective 2: Continue assessment of documentation, etc., concerning the SACS "Principles of Accreditation: Foundations for Quality Enhancement".
Action Plan:

- The PE Committee will continue to meet regularly in order to discuss and make recommendations concerning the accreditation process and the execution of the functions required.

Objective 3: Assist with the Strategic Planning Process as Needed.

Action Plan:

- The PE Committee will continue to assist in the Strategic Planning Process, which includes assessing the progress of the Internal Performance Indicators.

Objective 4: Assist the Administration and Faculty by Reviewing Outcomes Research.

Action Plan:

- The PE Committee will review research outcomes as needed, participate in focus groups pertaining to these outcomes, and present ideas and recommendations to administrators and faculty.

- The PE Committee will continue to assist in the development of the PRCC Factbook.

- The PE Committee will continue to monitor the progress and data collection toward meeting the 2009-2010 Internal Performance Indicators outlined for our institution.

Objective 5: Assist in the Development of a Staff Development Program.

Action Plan:

- The PE Committee will assist the Faculty and Staff Professional Development Committee with providing faculty and staff enhancement opportunities.

PEARL RIVER COMMUNITY COLLEGE
PLANNING AND EFFECTIVENESS COMMITTEE
2009-2010 Accomplishments

The Planning and Effectiveness Committee is chaired by a faculty member appointed by the President. Its members are the Vice-President for Instruction, Chief Planning Officer, Institutional Research Specialist, and others as appointed by the President.

The purpose of the Planning and Effectiveness Committee is to provide assistance in facilitating a program of institutional effectiveness and outcomes assessment for the College.

Accomplishments:

- Approved the Strategic Planning Calendar for 2009-2010 which included the month, activity, personnel involved and the coordinator responsible for each area.
- Reviewed and approved plans for evaluations of all Pearl River Community College faculty, staff, and administrators.
- Continued distribution of the Planning and Effectiveness Newsletter to all administrators, faculty, and staff.
- Monitored progress and revisions concerning assessment charts and procedures.
- Monitored, reviewed and revised Internal Performance Indicators and facilitated the assessment and documentation needed for all areas.
- Reviewed the findings derived from various evaluation instruments, including the Student Satisfaction Inventory, Institutional Priorities Survey, and the Campus Climate Survey and Technology Use Survey.
- Discussed professional development ideas proposed by the Professional Development Committee to implement during the annual faculty and staff professional development program.

POLICY AND PROCEDURE COMMITTEE OBJECTIVES

2009 - 2010

The purpose of the Policy and Procedure Committee is to provide planning that will enable the College to meet the needs of those served by the College. As part of this planning process, the Committee will recommend policies and related procedures for the governance of the College to the President, who will then submit them to the Administrative Council and the Board of Trustees.

The objectives of the Committee for the academic year 2008 - 2009 are to:

- meet at least once during each semester and at other times as needed.
- review existing policies and procedures.
- solicit from the faculty and staff items to be considered by the Committee.
- consider all matters presented to the Committee, including:
  - proposed new policies.
  - proposed changes in procedure attached to existing policies.
- present recommendations to the President of the College and to the Administrative Council for their consideration.

Policy and Procedure Committee
2009-2010 Accomplishments

The Policy and Procedure Committee met on October 20, 2009 and on March 23, 2010. The recommendations of this committee to Dr. Williams Lewis, President, and the Administrative Council of the College are presented as follows.

The Committee recommended:

- no change in the Mission Statement and Strategic Goals of the College.
- revision of the Academic and Professional Preparation of Faculty Policy and Procedure.
- deletion of the Adjunct Faculty Policy.
- revisions of the procedures attached to the following policies:
    1. Employment Plan
    2. Evaluation Process
    3. Community Resources
    4. Student's Due Process
    5. Work Load

Fiscal Management Committee FY 2010

1. *Statement of Purpose*

   To coordinate the funding needs in support of the educational mission of the college for operations and capital improvements.

2. *Objectives*

   - To assure prudent use of college funds through monitoring, auditing and reporting methods.
   - To assure financial stability of the college by seeking ways to expand and enhance various revenue sources.
   - To evaluate capital improvement needs of the college and determine funding sources to accomplish those needs.
   - To maintain operating fund balances at an adequate level to insure financial stability of the college.

3. *Action Plan*

   - Implementation of balanced budget.
   - Promotion of annual audit process.
   - Analyze current year financials in comparison to previous years to identify financial trends.
   - Establish plans for long-range capital improvement needs projected through FY 2006.

Fiscal Management Committee
FY 2010 Accomplishments

Budget Process for FY 2010

1. Requested and assembled budget information from all areas.
2. Met with Deans and other administrative personnel to discuss and define budget request and issues as they relate to the institution's mission statement, goals and objectives.
3. Compiled budget requests, defining projected expenditures and revenue.
4. Reviewed initial budget product with the President, Deans and other administrative personnel.
5. Finalized budget product, and presented to the Board of Trustees for their review and approval.

PEARL RIVER COMMUNITY COLLEGE
Instructional Council
Objectives for 2009 - 2010

The Instructional Programs Committee is chaired by the Vice President for Instruction. Its members are the Dean of the Forrest County Center, the Director of Poplarville Career-Technical Programs, an Academic Counselor, the Director of Admissions, the Director of College Libraries, a Career-Technical Counselor, the Director of Extended Education, nine faculty representatives, and others who may be appointed by the President.

The purpose of the Instructional Programs Committee is to provide guidance for the instructional programs of the College and to evaluate and to approve changes in the curriculum.

The objectives of the Committee are to consider:

- addition of new programs.
- addition of new courses to existing programs.
- significant changes in existing programs and courses.
- changes in graduation requirements.
- other matters related to instructional programs that may be presented.

PEARL RIVER COMMUNITY COLLEGE
Instructional Council
2009-2010 Accomplishments

The Instructional Council met on October 8, 2009, February 18, 2010, corresponded via email prior to May 26, 2010, and prior to July 29, 2010. Subsequent to actions taken in these meetings, the following recommendations were made to, and were approved by, the Administrative Council:

- Change Computer Network Support Technology (CNT) to Information Systems Technology (IST) with corresponding changes in course prefixes.
- Add the following new courses to the curriculum:
  a. ENG 2613 – Film as Literature
  b. EPY 2523 – Adolescent Psychology
  c. MFL 2513 – Occupational Spanish
  d. MFL 2613 – Foreign Language Study Abroad
  e. PHI 2143 – Ethics
  f. PHI 2713 – Logic
  g. PSC 2113 – Comparative Government
  h. SOC – Ethnic Relations
  i. SOC 2153 – The Family
- Change the following Computer Science courses from four credit hours to three credit hours:
  a. CSC 1614, Computer Programming I, to CSC 1613, Computer Programming I
  b. CSC 2624, Computer Programming II, to CSC 2623, Computer Programming II
- Remove Computer Programming Technology, an Associate in Applied Science degree program, from the curriculum.
- Add IST 291(1-6), Supervised Work Experience, to the Information Systems Technology curriculum.
- Change the Health, Physical Education, and Recreation courses to conform to changes in the Uniform Course Numbering System.
- Reinstate REA 0113, Beginning Reading, and REA 0123, Intermediate Reading, to the curriculum.
- Change CHE 2432, Organic Chemistry II Laboratory to CHE 2431, Organic Chemistry II Laboratory.
- Add MFL 2623, Spanish Study Abroad II, to the curriculum.
- Change EET 1113, Mathematics for Electronics, to EET 1513, Mathematics for Electronics.
- Add DTV 1137, Commercial Truck Driving Internship, to the curriculum.
- Add LLS 1311, Orientation, to the curriculum

Professional Development Committee
Objectives and Action Plan for 2009- 2010

The Professional Development Committee is chaired by a staff member appointed by the President. Its members are the Vice-President for Instruction, Director of Career-Technical Affairs, Chief Planning Officer, one career faculty member, one technical faculty member, one academic faculty member, one staff member, and others as appointed by the President.

The purpose of the Professional Development Committee is to propose and plan activities for the development of the faculty and staff.

Objectives:

- Provide professional development programs for faculty and staff.
- Plan faculty and staff development activities for Fall Orientation.
- Plan special activities for new faculty members for Fall Orientation.
- Discuss and finalize an annual summary report form for the purpose of documenting self improvement that faculty and staff continually obtain independent of workshops or formal training sessions.
- Implement plans for a separate development workshop for the support staff.

Action Plan:

- Work with the Office of Planning and Research in order to obtain a keynote speaker on a topic of importance to the faculty and staff for Fall Orientation.
- Meet as a committee during the fall and spring semesters to:
    - Discuss and implement improvement of special activities for new faculty members
    - Discuss evaluation results for support staff in order to determine professional development needs and interest
    - Discuss and plan for professional needs and interest of faculty and staff

Professional Development Committee

2009-2010 Accomplishments

The Professional Development Committee is chaired by a chaired by a faculty/staff representative appointed by the President. Its members are the Institutional Research Specialist, Vice President for Instruction, Chief Planning Officer, Director of Hancock Center, five faculty representatives, five staff members, and others as appointed by the President.

The purpose of the Professional Development Committee is to propose and plan activities for the development of the faculty and staff.

Accomplishments:

- Provided professional development session for departments on August 11, 2009, to provide updates concerning financial aid, student services, admissions, information technology, and professional development.
- Provided professional development session with Keynote Speaker on August 12, 2008, for faculty and professional staff.
- Provided special programs for new faculty members and professional staff which included a general overview of the College by Administrators.
- Reviewed the completed survey forms regarding faculty and staff development.
- Developed recommendations for session topics related to the professional development of both faculty and staff during Fall 2010 Orientation.
- Continued with faculty sharing sessions.
- Coordinated and provided professional development sessions for support staff with a keynote speaker who addressed the topic of conflict management.

STUDENT SERVICES COMMITTEE
2009-2010 Objectives

This committee is chaired by the Dean of Student Services. Its members are the Manager of Student Activities, Director of Intramurals, Director of Financial Aid, Director of Admissions, Director of Recruitment and Orientation, one faculty member from the academic division, one faculty member from Career and Technical Education, and others as appointed by the President. Members also include the President, Vice-President, and Secretary of the Student Government Association.

The purpose of the Student Activities Committee is to provide assistance in planning and evaluating activities to enrich and improve student life.

Objectives for the 2008-2009 year are as follows:

- To provide support and suggestions during the implementation of the new college housing project.
- To continue to place a strong emphasis on academic achievement related to eligibility for financial aid, student housing, as well as admission to specific programs at PRCC.
- To improve student services as it relates to students with disabilities. (Review ADA guidelines and make necessary changes.)
- To continue to provide a strong campus police department that will enhance the safety of our campus as well as proper student conduct and provide security with the necessary facilities to promote a professional approach to safety.
- To recruit and retain students from a diverse population.
- To deal with diversity issues on campus as well as the adaption of total quality management in all areas of Student Services.
- To improve physical facilities such as on-campus lighting, parking, streets, etc. Also, work toward the zoning of student parking on campus.
- To expand student services and student activities wherever possible to enhance student life at PRCC.
- To continue to expand and improve the delivery of Student Services at the Hattiesburg Campus and Hancock Center.
- To maintain and keep the updated goals and assessment of these goals in Student Services. Also to make improvements and changes in Student Services as deemed necessary by documented data.
- To improve on campus living through more student activities and a strong intramural program.

STUDENT SERVICES COMMITTEE
2009 – 2010 Accomplishments

1. The division of Student Services underwent a major reorganization of staff in an effort to better service all PRCC students.

2. A new online orientation module was developed that helped to streamline the new student orientation process and also allowed students to earn one credit hour upon completion of the module.

3. Career – Technical scholarships, which were previously only available to in-district students, were made available to all Mississippi residents who meet the minimum criteria.

4. A new program, Wildcat Fest, was implemented, which gives high school students the opportunity to visit the PRCC Poplarville campus and speak with program advisors and department representatives regarding the admissions process, housing, scholarships, and both academic and career-technical majors. The event was met with great success and plans have been made for it to become an annual activity.

5. A new division of student services was created known as Adult Learning Services. This department was created in an effort to better meet the needs of our adult and non-traditional students and to provide additional services to help ensure their success.

6. The Athletics Department had a very successful year, bringing home three state championships in the areas of women's soccer, men's basketball, and women's softball.

7. The Office of Admissions implemented a new service which allows for the electronic submission of transcripts. This new feature is encrypted and contains an electronic seal, which makes it very secure. Additionally, it has expedited the transcript submission process, which has provided better service to our students.

WORKFORCE EDUCATION COMMITTEE

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

Workforce Training

Objective 1: Plan and deliver workforce training
Action Plan:

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

Objective 2: Provide effective and efficient Program Managers
Action Plan:

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

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

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

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

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

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

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

Workforce Education Committee

2009-2010 Accomplishments

1. For 2009-2010, 1218 individuals obtained services from the ABE program with 309 earning GED's. 253 new students enrolled in college at PRCC. 683 students enrolled in PRCC in 09-10 with a GED.

2. PRCC's Dislocated Worker program served 975 workers through Rapid Response and Profiling sessions.

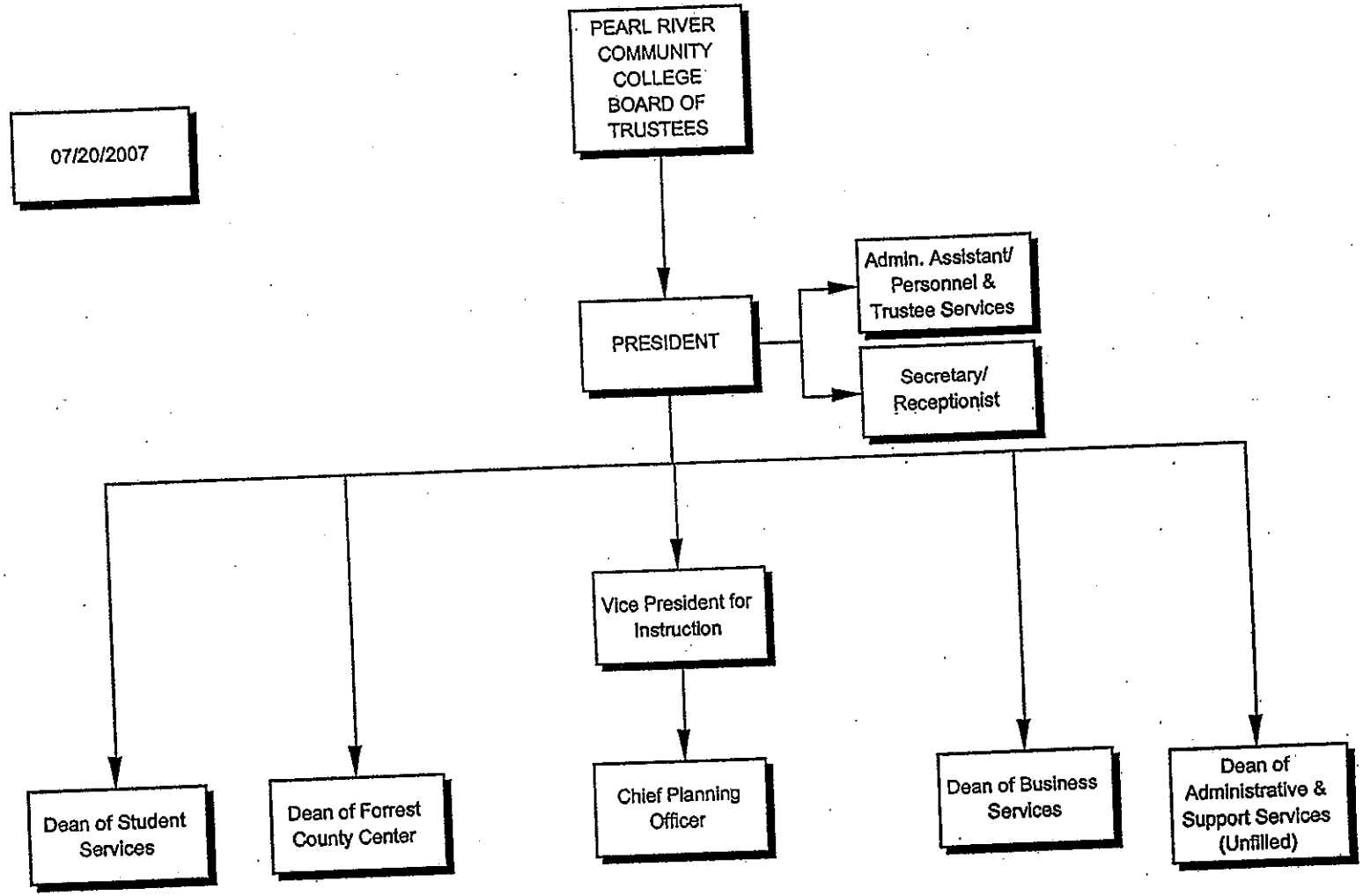
3. Awarded **848** certificates for computer training completed at the Hattiesburg WIN Job Center. The training primarily targeted unemployed and underemployed individuals that needed additional computer skills to obtain or advance in employment.

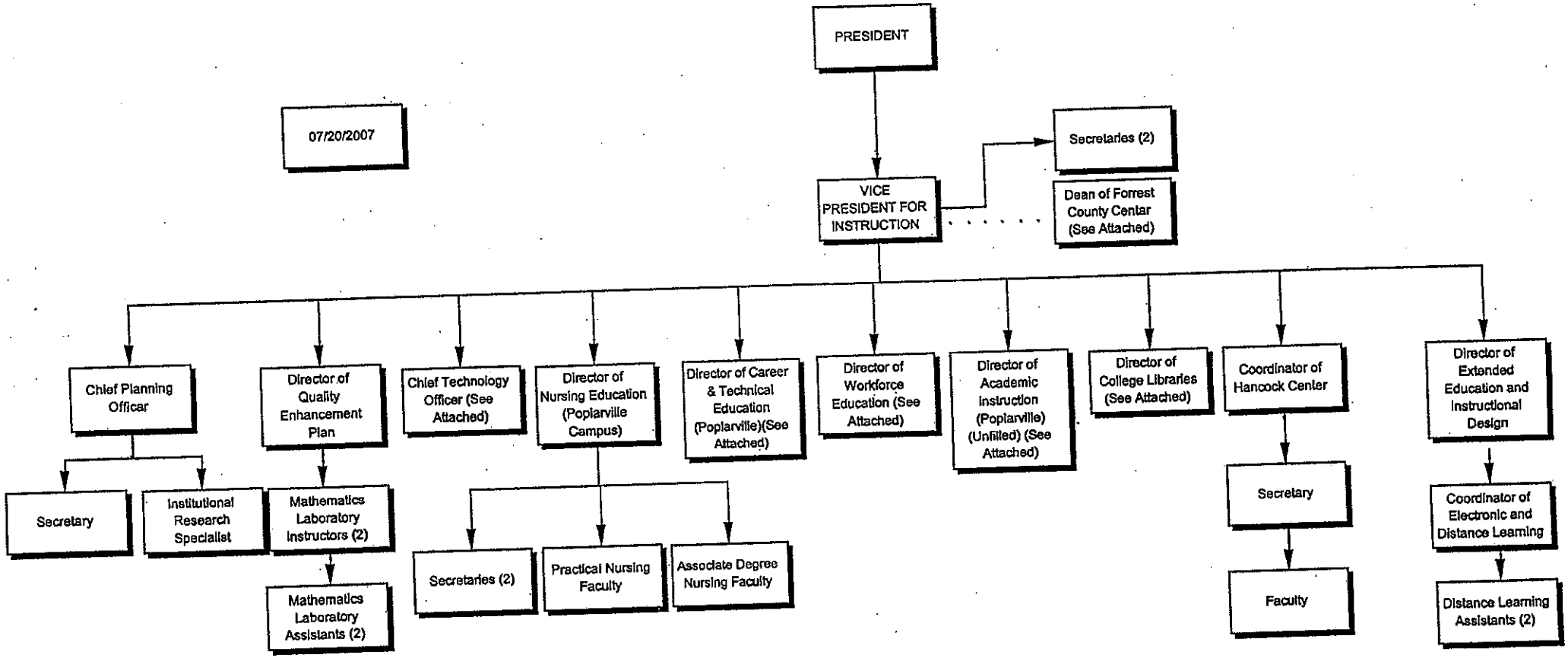
4. Managed 36 individual training projects funded by a total of $729,901 through the MS Workforce Enhancement Training Fund to assist both companies and individuals with workforce development initiatives. In these projects, 6,355 non duplicated individuals were trained with a duplicated count of 10,350.

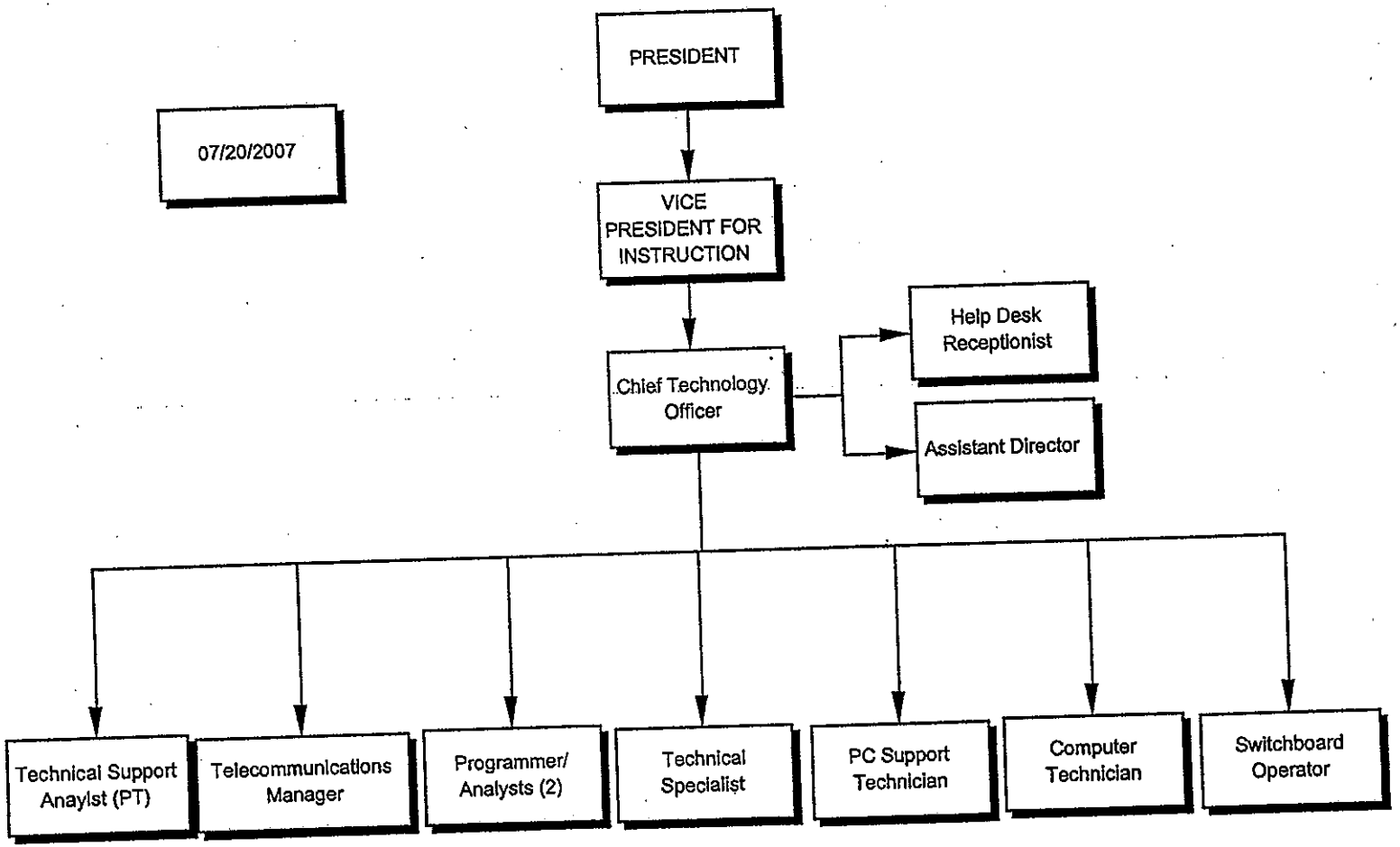
5. The Mississippi Department of Employment Security awarded PRCC a $500k National Emergency Grant to provide short term training to individuals suffering the effects of the economy amid the aftermath of Hurricane Katrina. With this effort, 190 were trained in construction equipment operations, commercial truck driving, culinary arts, and metal working.

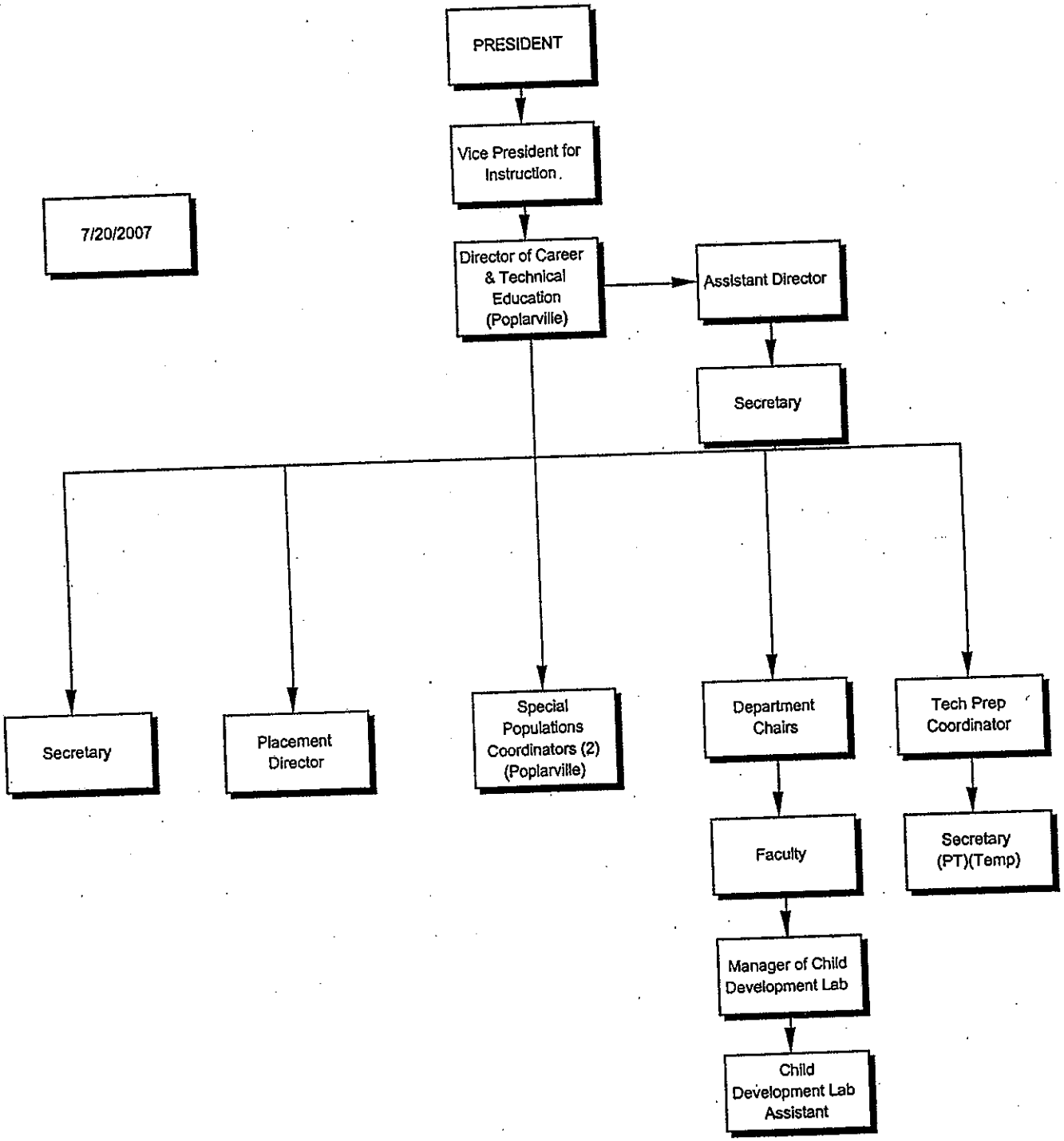
6. PRCC completed the Department of Labor WIRED initiative, with this PRCC expended a total of approximately $1.3M to develop a center of excellence in educating the metallurgical workforce. In this partnership with MGCC and JCJC, PRCC enhanced existing Welding Technology and Machining Technology Programs. These enhancement included curricula revisions and updates, equipment upgrades and faculty development. Also, a total of 475 individuals were trained in welding and machining technology.

Organizational Charts

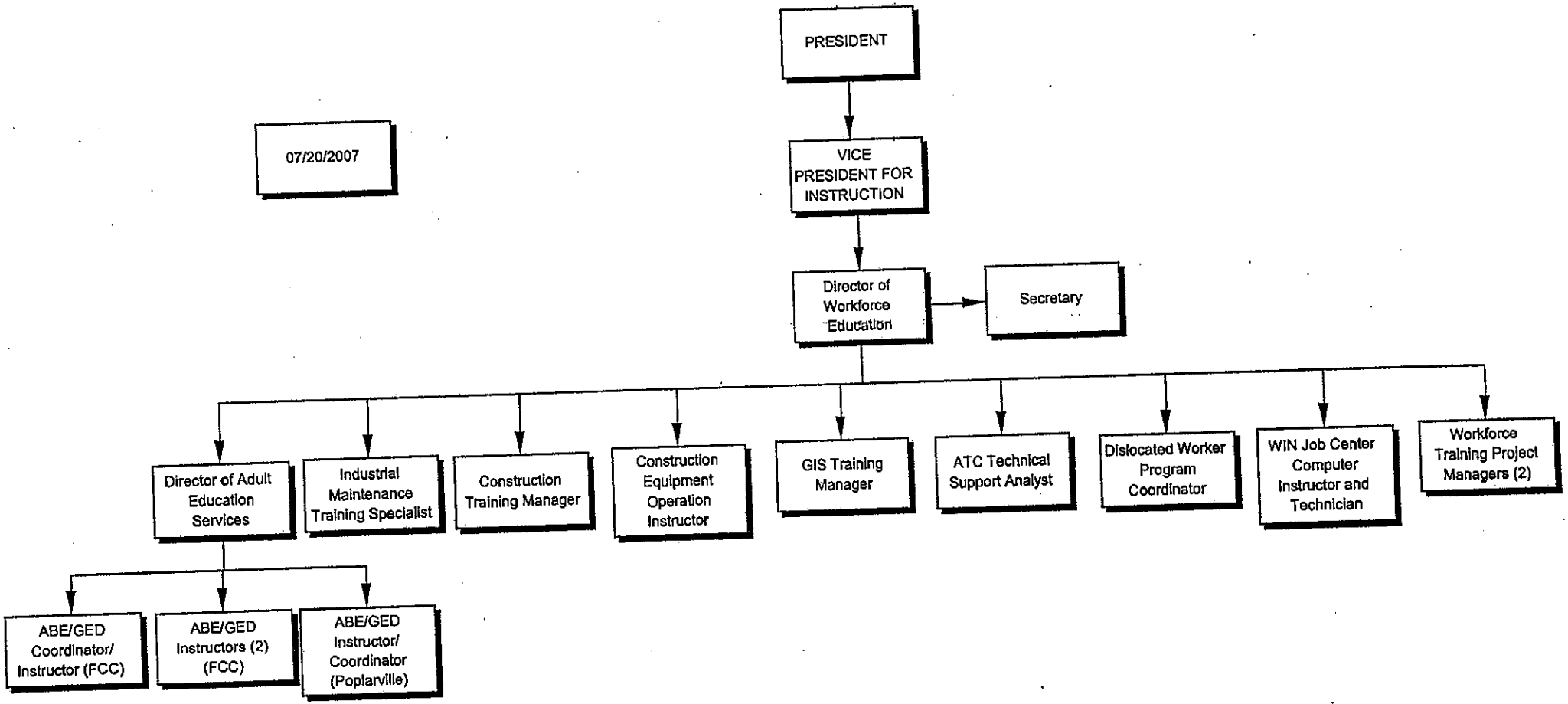

07/20/2007
PEARL RIVER COMMUNITY COLLEGE BOARD OF TRUSTEES
PRESIDENT
Admin. Assistant/ Personnel & Trustee Services
Secretary/ Receptionist
Vice President for Instruction
Dean of Student Services
Dean of Forrest County Center
Chief Planning Officer
Dean of Business Services
Dean of Administrative & Support Services (Unfilled)

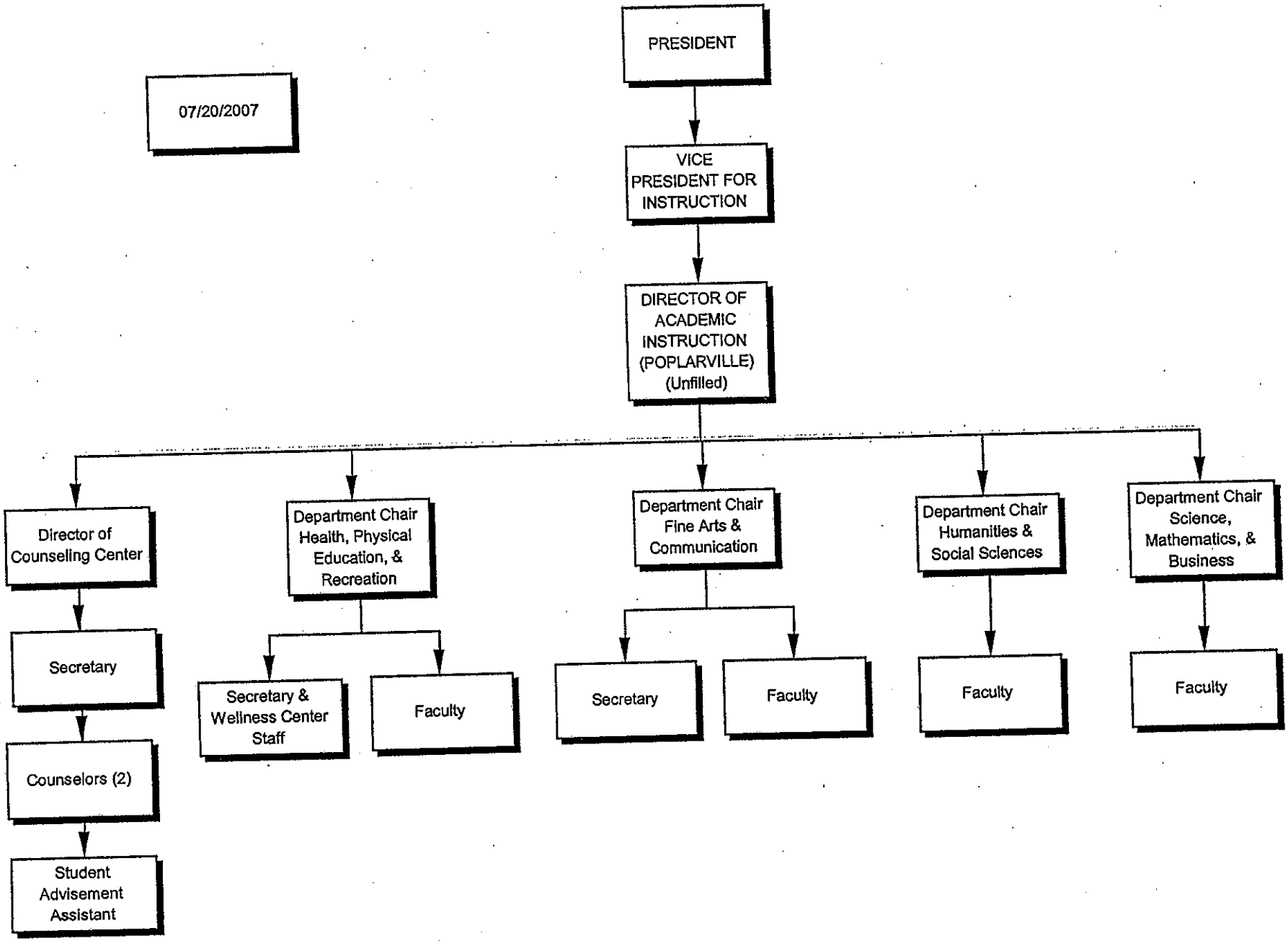

07/20/2007
PRESIDENT
VICE PRESIDENT FOR INSTRUCTION
Secretaries (2)
Dean of Forrest County Centar (See Attached)
Chief Planning Officar
Director of Quality Enhancement Plan
Chief Technology Officer (See Attached)
Director of Nursing Education (Poplarville Campus)
Director of Career & Technical Education (Poplarville)(See Attached)
Director of Workforce Education (See Attached)
Director of Academic Instruction (Poplarville) (Unfilled) (See Attached)
Director of College Libraries (See Attached)
Coordinator of Hancock Center
Director of Extended Education and Instructional Design
Secretary
Institutional Research Specialist
Mathematics Laboratory Instructors (2)
Mathematics Laboratory Assistants (2)
Secretaries (2)
Practical Nursing Faculty
Associate Degree Nursing Faculty
Secretary
Faculty
Coordinator of Electronic and Distance Learning
Distance Learning Assistants (2)


07/20/2007
PRESIDENT
VICE PRESIDENT FOR INSTRUCTION
Chief Technology Officer
Help Desk Receptionist
Assistant Director
Technical Support Anaylst (PT)
Telecommunications Manager
Programmer/ Analysts (2)
Technical Specialist
PC Support Technician
Computer Technician
Switchboard Operator

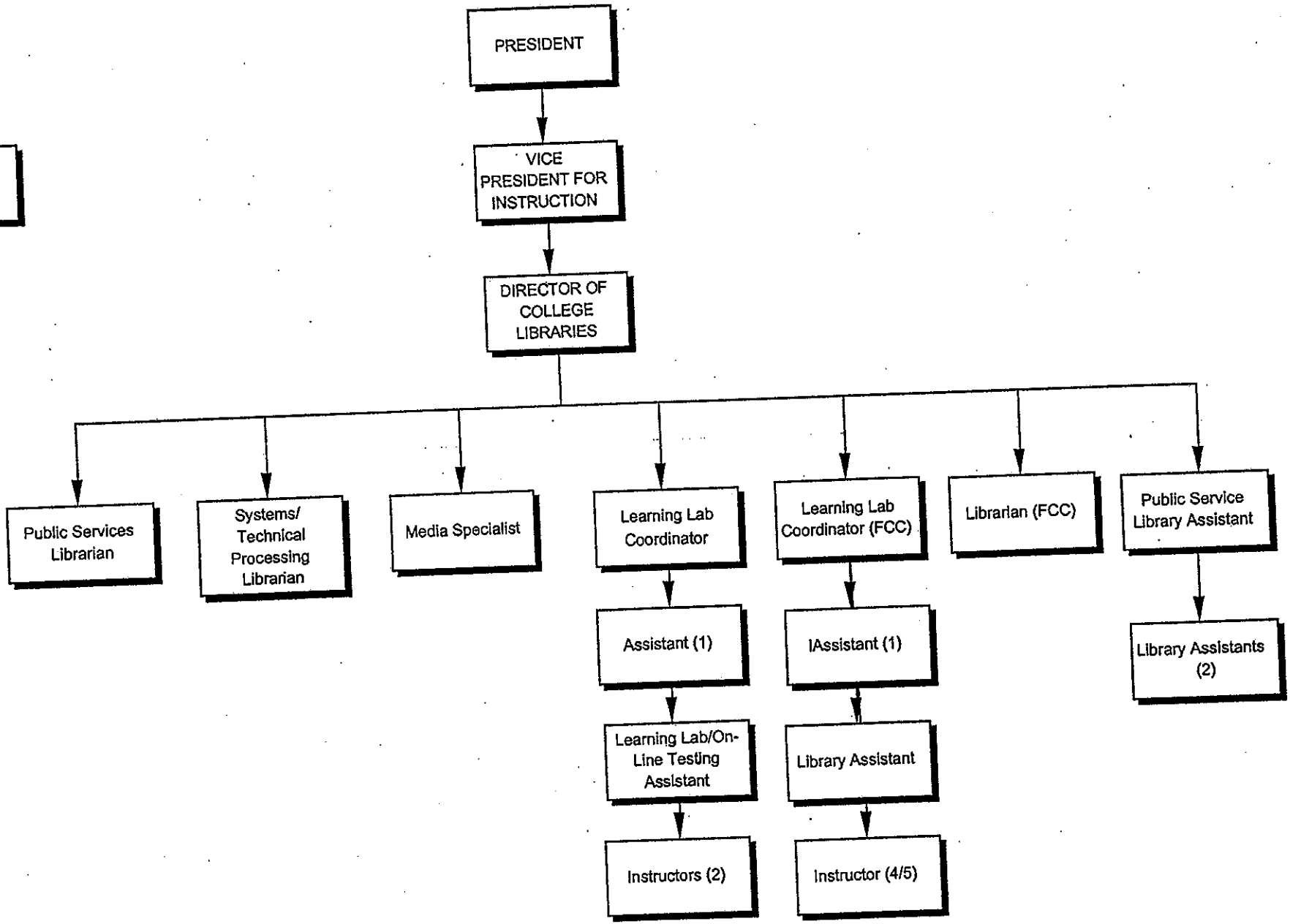

PRESIDENT
Vice President for Instruction.
7/20/2007
Director of Career & Technical Education (Poplarville)
Assistant Director
Secretary
Secretary
Placement Director
Special Populations Coordinators (2) (Poplarville)
Department Chairs
Tech Prep Coordinator
Faculty
Secretary (PT)(Temp)
Manager of Child Development Lab
Child Development Lab Assistant

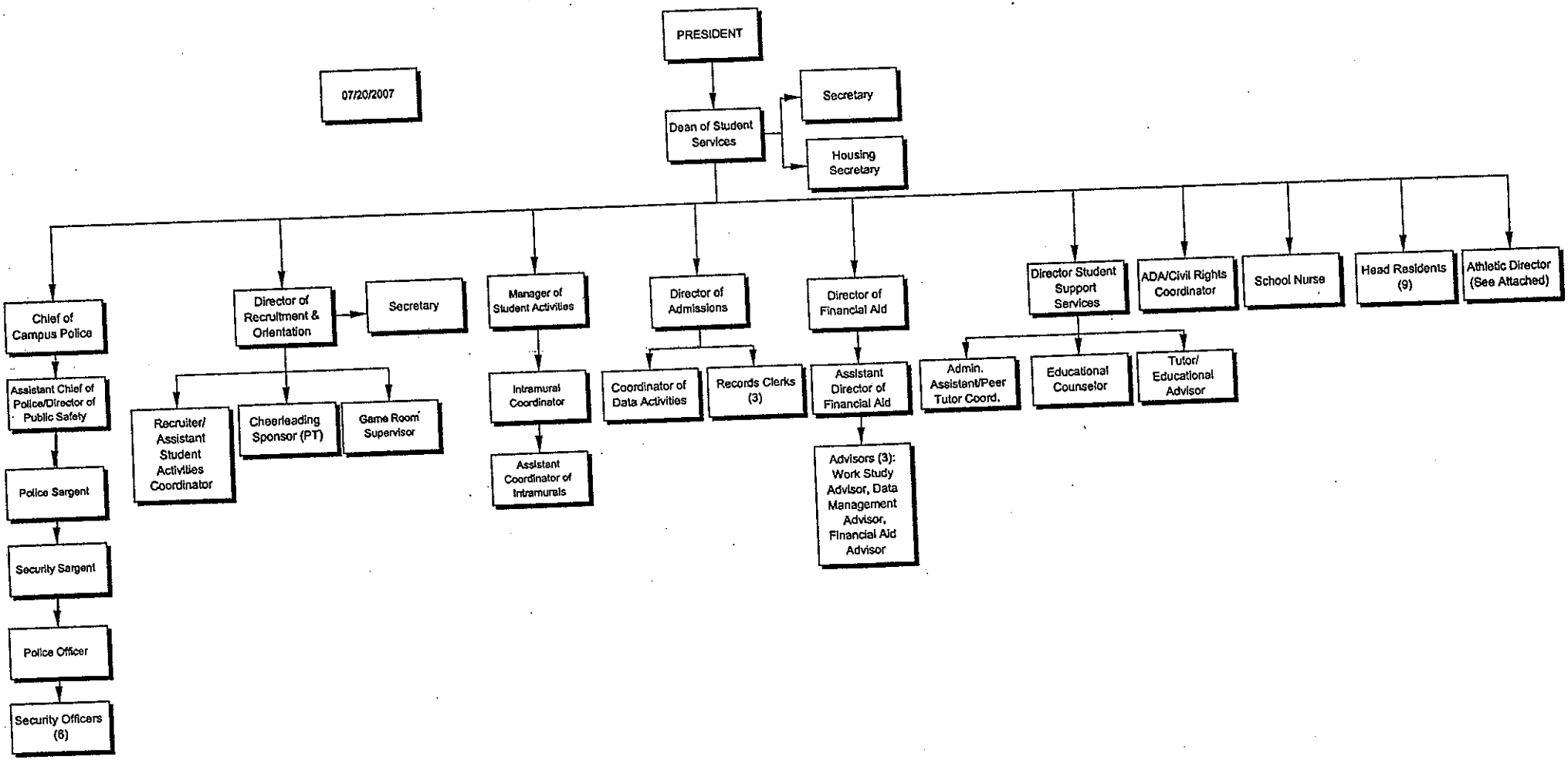
07/20/2007

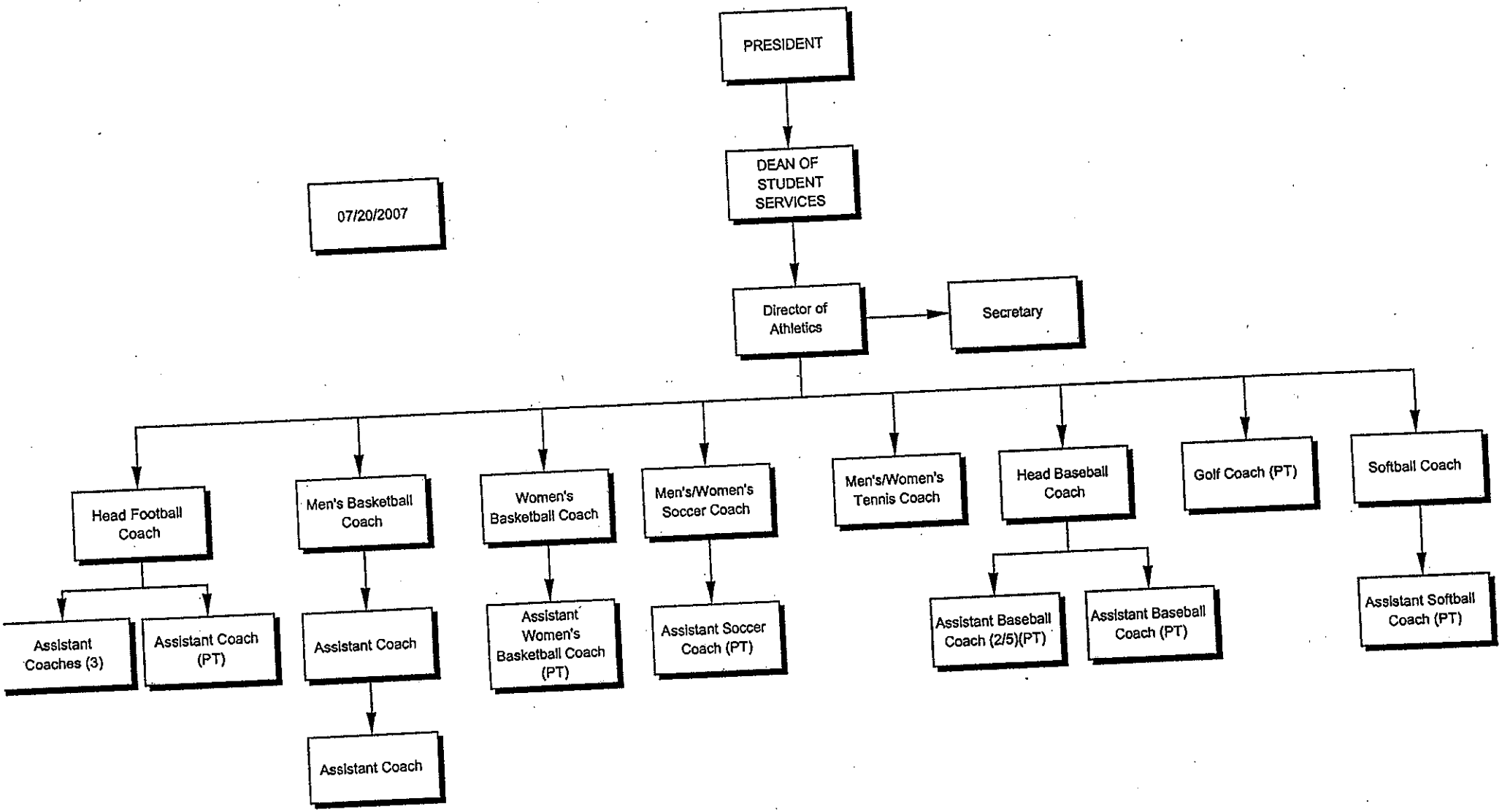

PRESIDENT
VICE PRESIDENT FOR INSTRUCTION
Director of Workforce Education
Secretary
Director of Adult Education Services
Industrial Maintenance Training Specialist
Construction Training Manager
Construction Equipment Operation Instructor
GIS Training Manager
ATC Technical Support Analyst
Dislocated Worker Program Coordinator
WIN Job Center Computer Instructor and Technician
Workforce Training Project Managers (2)
ABE/GED Coordinator/ Instructor (FCC)
ABE/GED Instructors (2) (FCC)
ABE/GED Instructor/ Coordinator (Poplarville)

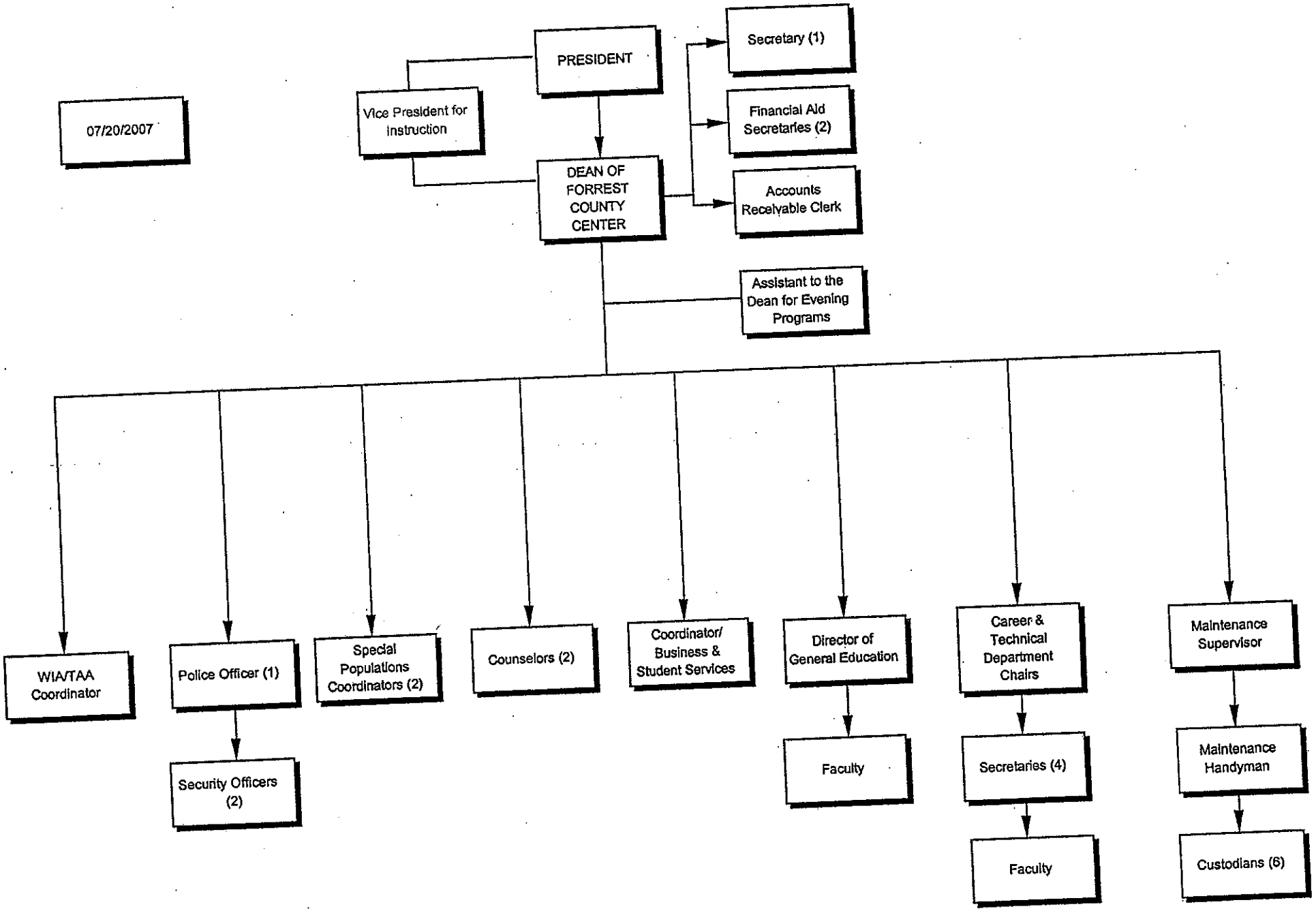

07/20/2007
PRESIDENT
VICE PRESIDENT FOR INSTRUCTION
DIRECTOR OF ACADEMIC INSTRUCTION (POPLARVILLE) (Unfilled)
Director of Counseling Center
Secretary
Counselors (2)
Student Advisement Assistant
Department Chair Health, Physical Education, & Recreation
Secretary & Wellness Center Staff
Faculty
Department Chair Fine Arts & Communication
Secretary
Faculty
Department Chair Humanities & Social Sciences
Faculty
Department Chair Science, Mathematics, & Business
Faculty

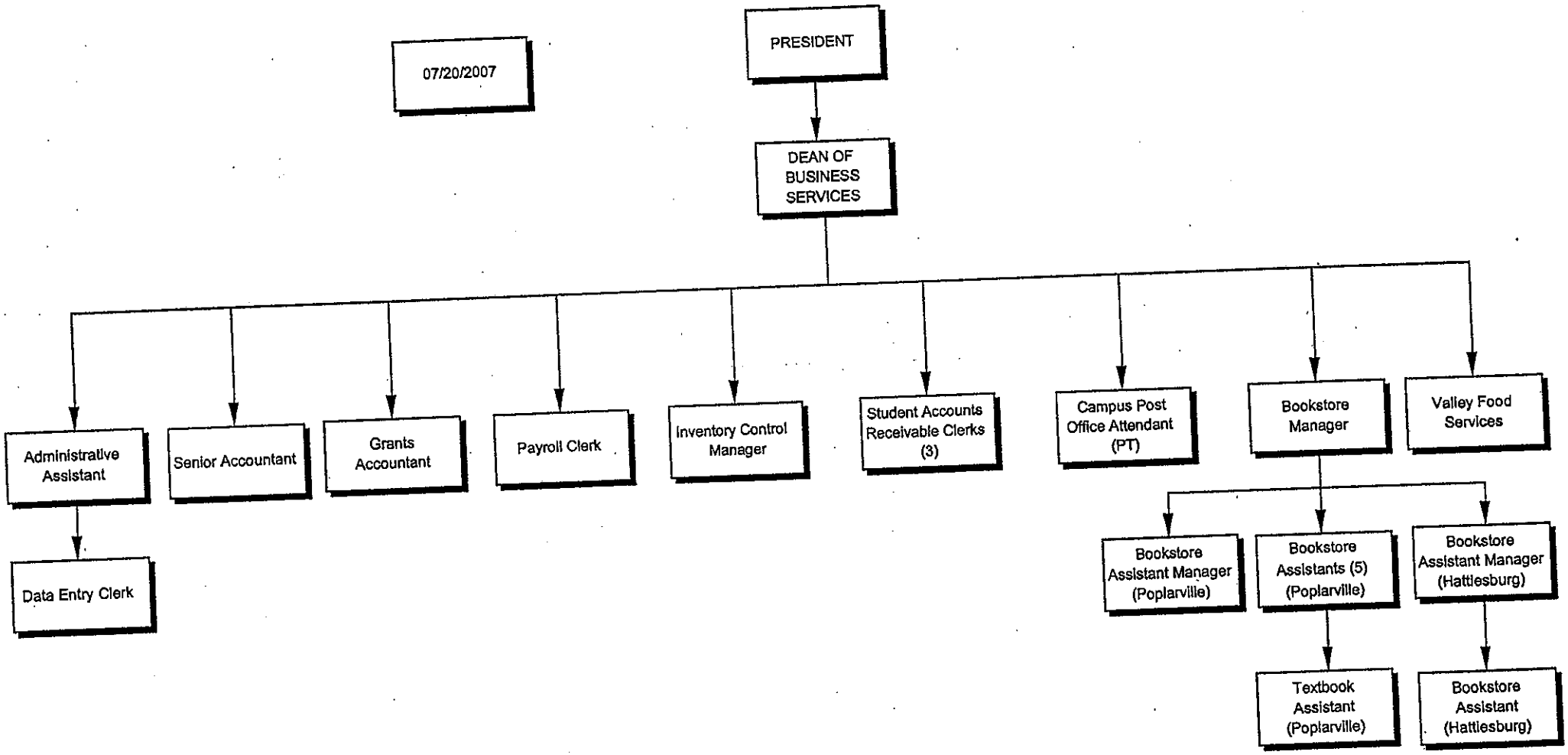
07/20/2007


PRESIDENT
VICE PRESIDENT FOR INSTRUCTION
DIRECTOR OF COLLEGE LIBRARIES
Public Services Librarian
Systems/ Technical Processing Librarian
Media Specialist
Learning Lab Coordinator
Learning Lab Coordinator (FCC)
Librarian (FCC)
Public Service Library Assistant
Assistant (1)
IAssistant (1)
Library Assistants (2)
Learning Lab/On-Line Testing Assistant
Library Assistant
Instructors (2)
Instructor (4/5)

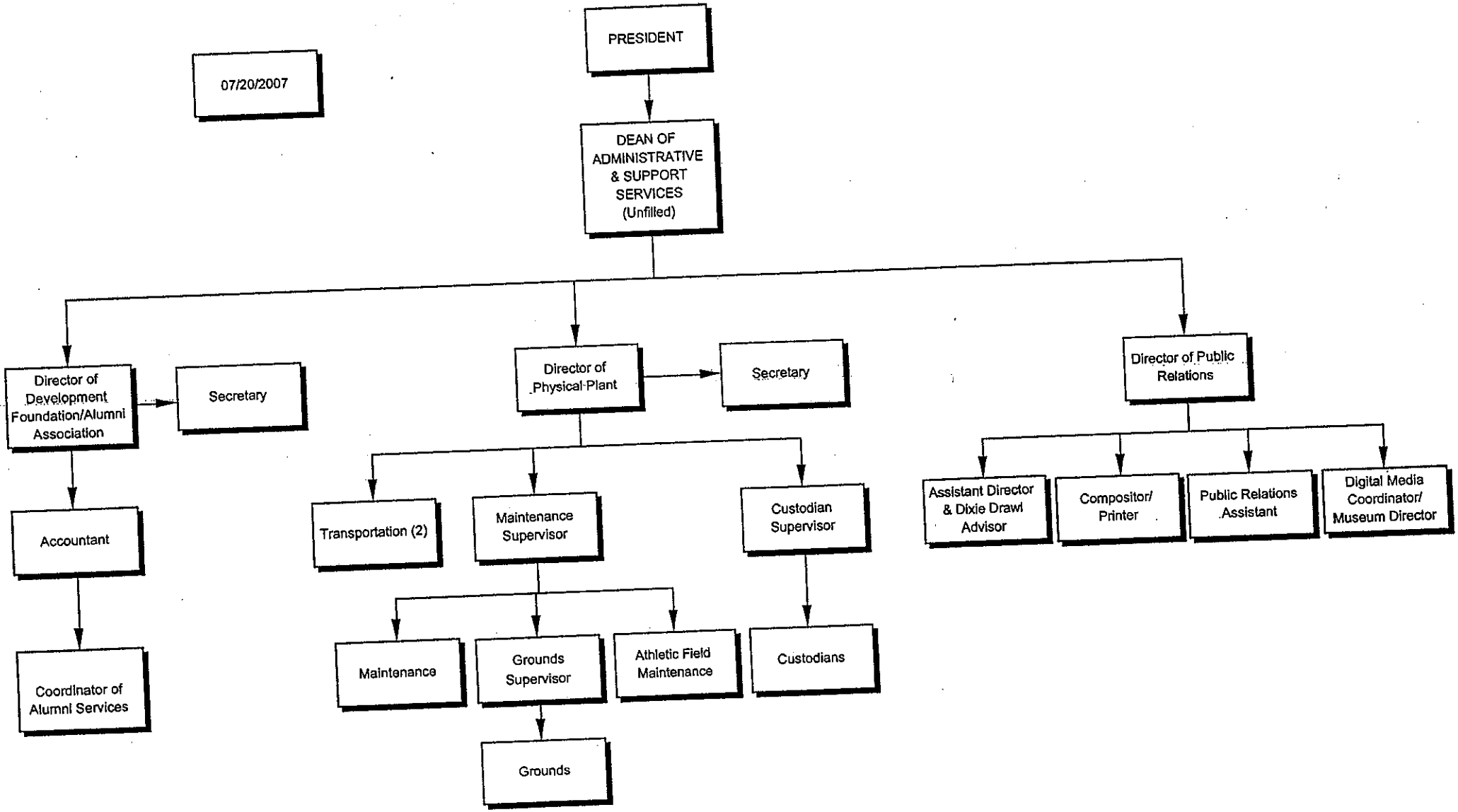

07/20/2007
PRESIDENT
Secretary
Dean of Student Services
Housing Secretary
Chief of Campus Police
Assistant Chief of Police/Director of Public Safety
Police Sargent
Security Sargent
Police Officer
Security Officers (6)
Director of Recruitment & Orientation
Secretary
Recruiter/ Assistant Student Activities Coordinator
Cheerleading Sponsor (PT)
Game Room Supervisor
Manager of Student Activities
Intramural Coordinator
Assistant Coordinator of Intramurals
Director of Admissions
Coordinator of Data Activities
Records Clerks (3)
Director of Financial Aid
Assistant Director of Financial Aid
Advisors (3): Work Study Advisor, Data Management Advisor, Financial Aid Advisor
Director Student Support Services
Admin. Assistant/Peer Tutor Coord.
Educational Counselor
Tutor/ Educational Advisor
ADA/Civil Rights Coordinator
School Nurse
Head Residents (9)
Athletic Director (See Attached)


07/20/2007
PRESIDENT
DEAN OF STUDENT SERVICES
Director of Athletics
Secretary
Head Football Coach
Assistant Coaches (3)
Assistant Coach (PT)
Men's Basketball Coach
Assistant Coach
Assistant Coach
Women's Basketball Coach
Assistant Women's Basketball Coach (PT)
Men's/Women's Soccer Coach
Assistant Soccer Coach (PT)
Men's/Women's Tennis Coach
Head Baseball Coach
Assistant Baseball Coach (2/5)(PT)
Assistant Baseball Coach (PT)
Golf Coach (PT)
Softball Coach
Assistant Softball Coach (PT)


07/20/2007
PRESIDENT
Vice President for Instruction
Secretary (1)
Financial Aid Secretaries (2)
DEAN OF FORREST COUNTY CENTER
Accounts Receivable Clerk
Assistant to the Dean for Evening Programs
WIA/TAA Coordinator
Police Officer (1)
Security Officers (2)
Special Populations Coordinators (2)
Counselors (2)
Coordinator/ Business & Student Services
Director of General Education
Faculty
Career & Technical Department Chairs
Secretaries (4)
Faculty
Maintenance Supervisor
Maintenance Handyman
Custodians (6)


07/20/2007
PRESIDENT
DEAN OF BUSINESS SERVICES
Administrative Assistant
Senior Accountant
Grants Accountant
Payroll Clerk
Inventory Control Manager
Student Accounts Receivable Clerks (3)
Campus Post Office Attendant (PT)
Bookstore Manager
Valley Food Services
Data Entry Clerk
Bookstore Assistant Manager (Poplarville)
Bookstore Assistants (5) (Poplarville)
Bookstore Assistant Manager (Hattiesburg)
Textbook Assistant (Poplarville)
Bookstore Assistant (Hattiesburg)

07/20/2007


PRESIDENT
DEAN OF ADMINISTRATIVE & SUPPORT SERVICES (Unfilled)
Director of Development Foundation/Alumni Association
Secretary
Accountant
Coordinator of Alumni Services
Director of Physical Plant
Secretary
Transportation (2)
Maintenance Supervisor
Custodian Supervisor
Maintenance
Grounds Supervisor
Athletic Field Maintenance
Custodians
Grounds
Director of Public Relations
Assistant Director & Dixie Drawl Advisor
Compositor/ Printer
Public Relations Assistant
Digital Media Coordinator/ Museum Director

Assessment Charts

Pearl River Community College

Assessment Charts

Section I – Administrative

Section II – Student Services

Section III – Instructional Programs

Section I

Administrative Assessment Charts

Section I

President's Report

Administrative Charts

ADA/Civil Rights Coordinator
Assistant Dean of Enrollment Management
Bookstore Manager
Chief Planning Officer
Chief Technology Officer
Counselor - Academic
Counselor - Career and Technical
Dean of Business Services
Dean of Forrest County Center
Dean of Student Services
Director of Athletics
Director of Career and Technical Education Programs (Poplarville)
Director of College Libraries
Director of Counseling, Advisement, and Placement Center
Director of Development Foundation and Alumni Association
Director of Extended Education and Instructional Design
Director of Financial Aid
Director of General Education (Forrest County Center)
Director of Hancock Center
Director of Physical Plant
Director of Public Relations
Director of Recruitment and Orientation
Director of Retention and Adult Services
Director of Student Support Services
Director of Workforce Education
Institutional Research Specialist
Intramural Coordinator
Manager of Student Activities
President
Special Populations Coordinator
Tech Prep Coordinator
Vice President for Instruction

PRESIDENT'S REPORT AND ADMINISTRATIVE GOALS
Dr. William Lewis, President – Fall 2009

The changing dynamics of the current state of the economy continues to have dramatic effects on the operation of higher education institutions throughout America. Colleges and universities are challenged by shrinking budgets, diminishing revenues and rising unemployment at a crucial time when our citizens need more higher education opportunities than ever before. Administrators and faculty are now required to react to a changing financial environment by "doing more with less".

Despite today's economic challenges, Pearl River Community College continues to move forward in developing quality programs and opportunities for the citizens of south Mississippi. Enhancing the learning environment with technology improvements remains a focus of our efforts to improve the teaching-learning process and as a management tool for our institution. A prime example of our institution's enhanced use of technology is The Quality Enhancement Plan (QEP) that was initiated in response to the requirements of the Southern Association of Colleges and Schools (SACS). The QEP crafted by Pearl River Community College uses technology for the enhancement of student learning in mathematics and has proven to be an effective tool that is changing the way this subject matter is taught at our College.

Pearl River participates in the Mississippi Virtual Community College which provides course offerings from all fifteen of the state's two year institutions of higher learning, and enrollment in the College's on-line courses continues to expand at a rapid pace. The College continues to provide a growing list of course offerings for students needing and wanting this method of instruction. The College is making great efforts to ensure the quality of instruction and the integrity of the coursework being offered, while offering this form of instruction which provides a great service to certain students that may be prohibited from enrolling in traditional classes.

The Strengthening Institutions Program, established in Title III of the Higher Education Act, was awarded to Pearl River, and was implemented on October 1, 2009. This grant will enable Pearl River to develop new and promising practices in advisement and academic support, and will include the establishment of Success Centers at the Poplarville Campus and the Forrest County Center. Faculty and staff will also be trained in proactive advising, especially for special populations, as well as peer monitoring.

The new Title III program is complemented by the Early Alert System (EAS) established by the Dean of Student Services Office. This program focuses on identifying students who are experiencing classroom and social difficulties and provides intervention intended to provide guidance and encouragement for these students to remain in school and become successful course/program completers.

Our goal, even in these difficult and challenging economic times, is to offer our students high quality, low-cost higher education programs and services.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: ADA /Civil Rights Coordinator

Supports PRCC Strategic Goal(s): 5, 6

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT:

RELATIONSHIP OF UNIT TO PRCC MISSION:

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To review and update the Disability Procedure Manuel.	Disability Procedure Manuel updated	The Disability Procedure Manuel was updated and distributed to the designated personnel and is available online.	Disability Procedure Manuel was distributed to designated personnel and made available online in order to provide the appropriate procedures for Disability Services for students, faculty, and staff.
2	To review documentation to determine reasonable accommodations in accordance with Americans with Disability Act and Section 504.	Disability documentation reviewed	The disability documentation submitted by students was reviewed to determine if reasonable accommodations were appropriate.	Based on documentation, requests for reasonable accommodations are approved or denied. If approved, accommodation letters distributed to instructors. If denied, student is notified in writing.
3	To track student's performance records.	Midterm and Final grades are monitored	Midterm and Final grades of students in Disability Services is obtained by ADA/Civil Rights Coordinator.	Individual meetings held with students in Disability Program to discuss class performance.
4	To comply with federal laws pertaining to disability and discrimination.	Attendance at meetings related to discrimination as defined in Americans with Disability Act, Civil Rights Act, and Title IX	The annual Equal Employment Opportunity Commission (EEOC) meeting in Jackson, MS was attended by ADA/Civil Rights Coordinator.	Information regarding EEOC current legislation was provided.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2009–2010

Position: Bookstore Manager — Supports PRCC Strategic Goal(s): 2

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

STRATEGIC GOALS:

1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.
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8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To provide textbooks, supplies, Collegiate items, as well as other materials to the students, faculty and staff of the College.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide materials to support the instructional programs of the College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	Provide services to assist students and college personnel in obtaining required textbooks and supplies on a timely and convenient schedule.	1- Through the *Campus Climate Survey (administered by Dean of Students)* administered in Spring 2010, students and college personnel will indicate a 75% or greater level of satisfaction with the staff members employed at both the Poplarville and Forrest County Campus Bookstores. *(Hancock County Center was included on the Campus Climate Survey administered in the Spring 2010).	1- Regarding the Spring 2010 Campus Climate Survey, ALL campuses reflected an **increase** in **satisfaction levels**. At the **Poplarville** Campus Stores **87.5%** of the students surveyed were satisfied, ***up six (6) percentage*** points from 81.5%. The **Forrest County** Campus (Center) results indicated **87.2%** of the students surveyed were satisfied, an ***increase of four (4)*** percentage points from 83%, and at the***Hancock** County Center results indicated a **substantial increase** of ***seven (7) percentage*** points from 69.2%.	1- 1-Use of the survey results will enable each of the three (3) Campus Bookstores to serve our students and college personnel. We will add the latest styles in collegiate apparel, school supplies, and reference materials to enable them to continue to enrich their knowledge and succeed. In addition, the Campus Bookstores will continue to work on and research the addition of web site services that will enhance the technological services offered as well as offering the latest in tech products (i.e. laptop computers, wireless printers, mice and collegiate items) via their web services. The Campus Bookstores will continue to be on the move exploring ways that will allow our students to continually keep up with the fast pace and the changes in technology by offering latest in services and products.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2009–2010

2	Bookstore operations will be financially self-supporting.	2-Based on a review of the 2008-2009 financial statements, the revenue will exceed expenses.	2- Upon review of the **Audited** Financial Statements for FY **2008-2009** the Bookstores continue to support profitability of the Campus Bookstores operations.	2. The Audited Financial Statement shows the profitability of Bookstore operations. will continue to be financially self-supporting. However, FY 09 totals available until after October 2010.
3	Bookstores will maintain inventory records by completion of an annual physical inventory for auditing purposes.	3-A satisfactory state audit will show the completion of an annual physical inventory for audit purpose with no findings.	3- FY 2009 Audit is without findings related to the (2) Campus Bookstores. FY 2010 Inventory is presently underway,	3- Inventory utilized to govern product offerings to maintain adequate profit margins.
4	Bookstores will assist those students participating in *the* **MSVCC** with obtaining required textbooks and supplies in a convenient and timely schedule.	4-A recommendation to include the following on the *Spring 2010 Campus Climate Survey* of the students taking part *in Virtual Classes to indicate their level of satisfaction to the Virtual Bookstore services. Of those responding* ***75%*** *of the students will give a 4 or above satisfaction level in rating those services (with 5 being the highest rating).*	4- Bookstore Online Services: Services provided by the Campus Bookstores for Online students received a cumulative satisfaction level of 66%. This item was added to the survey this Spring 2010 therefore the Bookstores do not have prior responses for comparison purposes.	4- The Campus Bookstores will use the findings from the scores of the Spring 2010 Campus Climate Survey indicating a 66% satisfaction for services associated with Online (Virtual) Classes to research ways to improve services for this particular group of students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Chief Planning Officer — Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To obtain additional funding to support various College programs and initiatives and to provide the College with information, practices, and procedures to meet requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and other accrediting agencies which will lead to improvements in all areas of the institution.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide support that will assist in the improvement of instructional programs, teaching, learning, and services of the College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To assist areas of the College in meeting their resource needs by providing assistance in obtaining funding that is not normally provided through general appropriations by the Mississippi State legislature and/or that requires a request for funding (from an agency or from the private sector) proposal.	Meetings regarding proposal development. Proposals for grants to provide needed resources prepared and submitted to the appropriate agencies.	During the 2009 – 2010 school year, the Institutional Review Board (IRB) met twice and reviewed grant proposals, awards, survey petitions, etc. In addition, numerous small group sessions were held in order to discuss prospective grant proposals. Grant proposals were submitted to numerous foundations/agencies.	The IRB implemented its guidelines for the development and approval of grant and survey activities, and the Board continued to meet the needs of the College and the community by reviewing grant proposals, awards, survey petitions, etc. The IRB guidelines will continue to be followed next year. More than $4,200,000 in grant funds were received during the 2009 – 2010 school year and will be used for improvements in both the instructional and student support areas. Sources of funding included the United States Department of Education, the Mississippi Arts Commission, the Mississippi Department of Archives and History, the State Board for Community and Junior Colleges, and the National Science Foundation.
2	To serve as the SACS accreditation liaison.	Attendance at meetings related to SACS accreditation requirements and compilation of appropriate documents.	The annual SACS meeting was in Atlanta and was attended by several PRCC personnel.	Approval of the Hancock Center's Substantive Review was received, and information regarding the Fifth-Year Report, which includes the QEP review, was provided to those in attendance

			All SACS reports were completed and submitted as required. Several meetings regarding the SACS Fifth-Year Report were held in order to begin plans to complete and submit this report during 2011.	and should be helpful as the College enters into the writing phase of these reports.
3	To provide direction as needed for the review and improvement of the planning and evaluation processes of the institution.	Assistance as needed provided to the Institutional Research Specialist regarding meetings and discussions pertaining to planning, evaluation, and implementation of recommendations.	The Planning and Effectiveness Committee met numerous times throughout the year in order to review various aspects regarding the College's institutional effectiveness program.	As in the past, the Internal Performance Indicators were reviewed with new Indicators being recommended and approved for implementation during the 2010 – 2011 school year.
4	To assist with the coordination of annual professional development sessions for faculty, staff, and administrators.	Attendance of professional staff and faculty at the August professional development program, of administrators and supervisors at professional development meetings, and of support staff at their professional development meeting. Written evaluations by faculty, professional staff, and support staff.	Participation in the annual Faculty and Professional Staff Sessions was at the 90% level, and participation in the annual Support Staff Professional Development Sessions was at the 80% level. According to evaluations, the sessions continue to be both informative and interesting, and the new format, which gave faculty and staff more time in their offices on their first day back at work, was very well received.	The new format will be followed again during the Fall 2010 professional development sessions which will be in August.
5	To coordinate the personnel evaluation process in order to assess achievement of educational goals.	Preparation, distribution, collating, and processing of student evaluations of faculty forms and faculty/staff/administrator evaluation forms.	Personnel were evaluated according to the approved evaluation schedule.	Since the technology (Survey Monkey) which was used last year was found to be very effective and easy to use, it was used in the evaluation of almost all employees who were evaluated this year. This included the Forrest County Center and the Hancock Center employees as well as the employees on the Poplarville Campus.
6	To coordinate publication of College policies and procedures.	Publication and distribution of the annual Policy and Procedure Manual.	The Policy and Procedure Manual was prepared and distributed, and the website Manual was updated.	This activity will be continued.
7	To coordinate/assist with other special events, workshops, etc., as needed.	Participation in special activities.	The fourth Women's Health Symposium was implemented with approximately 300 people attending.	With excellent evaluations received regarding the 2010 Symposium, the fifth Women's Health Symposium is currently being planned and will follow the same basic format.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Chief Technology Officer — Supports PRCC Strategic Goal(s): 1, 2, 5, 6, 7

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

STRATEGIC GOALS:

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6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To provide, coordinate and fully utilize current computer technology as a reliable, efficient resource for support of college-wide data and telecommunications.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide support to enhance and broaden the scope of computer systems and telecommunications for the college.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide up-to-date technology to meet the administrative computing needs of the college.	Evaluation by the MS State Audit Department (applies to objectives 1-6)	Virtualization of 34 servers into two servers. Upgraded from Banner 7 to Banner 8.	Lowered cost of hardware. Provided more efficient disaster recovery when needed. Lowered environmental costs. Banner upgrades provide for new and enhanced functionality.
2	To provide up-to-date technology to meet the growing telephone needs of the college.	New software & hardware(applies to objectives 1-6)	Began initial planning for deployment of VoIP telephone solution.	VoIP lowered initial costs of equipment purchase and provided lower operational costs. Also provided additional features such as four-digit dialing between all College locations.
3	To provide up-to-date technology to meet the need for college wide internet access.	Software & hardware upgrades (applies to objectives 1-6)	Installed additional wireless Internet service for Poplarville Campus and Forrest County Center locations.	WAPS installed to meet the growing demand for Internet service in classrooms and other areas on campus.
4	To provide up-to-date technology to meet the email requirements for the college.	New software & hardware(applies to objectives 1-6) Software & hardware upgrades (applies to objectives 1-6)	Upgraded email to Exchange version 2010 for employees.	Upgrade has provided new functionality and increased storage for employees. Also provides for additional email archiving capability.
5	To provide up-to-date technology to meet the administrative and instructional needs of faculty and students.	New software & hardware(applies to objectives 1-6) Software & hardware upgrades (applies	Began the initial deployment of a campus portal (RiverGuide) with the purchase of the SungardHE Luminis product.	Will provide single signon the most external web systems. Will enhance communications for both faculty, students and staff.

		to objectives 1-6)		
6	To provide up-to-date software and systems training for faculty and staff.	Evaluation of training sessions (applies to objective 6)	Provided several training sessions on the use of Banner.	Introduced new features of Banner 8 to end users. Helped end users to become more productive.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2009 – 2010

Position: Counselor – Academic

Supports PRCC Strategic Goal(s): 1, 2

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

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6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To provide a variety of guidance and other helping services to assist students in achieving their educational, occupational, and personal goals.

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as a vital component in carrying out our mission of student services.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide academic advisement services.	Academic advisement services include transcript evaluations, assisting placing students in appropriate classes according to their functional level, career and educational planning, skills in transferring to a four-year college or university. Advising is based on entrance examination scores, student interest, and student educational and career goals. Advisement on an individual basis provided is ongoing. Group guidance is by arrangement. Group guidance is a collaborative effort in cooperation with career and technical counselors. Assist in conducting college fair. Plan and conduct transfer week. Assist in registration and advisement at Poplarville campus and at Hancock Center.	Academic advisement services were provided to students on the Poplarville campus and to those attending the Hancock Center. Services at both Centers were rated highly by the students in the Climate Survey. However, students indicated that they needed plans of study that are not listed in the catalog. These are available in the counseling center, but students do not all come for advisement.	Those students who stated that advisement services were not needed are probably most likely to do a poor job of advising themselves; that is why students were assigned a faculty advisor or counselor to assist. A system should be formed whereby students must seek approval from an advisor before being allowed to register themselves for a schedule of classes. The articulation agreement has been posted on our website.
2	To assist in providing advisement training for faculty advisors.	Assist in conducting training sessions for faculty in use of Banner (Information Technology System). Advisor's Guide developed in the Counseling,	Training sessions were quite successful. Sessions were held for faculty members that wanted to participate. However participation was not	Many faculty expressed appreciation for the Advisors' Guide and for the training in Banner. Counselors cannot force faculty advisors to participate in training; however, we can strongly recommend the activity.

		Advisement, & Placement Center for use in conjunction with Banner training to assist faculty advisors in improving advising skills.	mandated. Verbal approval ratings were high.	
3	To provide career exploration/development services and testing services.	Career development services are provided through information provided by the student and through exploration in Choices and instruments such as Myers Briggs Personality Inventory.	Newer computers were donated to the Counseling, Advisement, & Placement Center for student use in accessing the Internet.	Student use is expected to increase as a result of newer equipment and the installment if Sigi.
4	To provide personal counseling services.	Provide personal and social counseling to students who are faculty and/or self-referred for assistance with personal issues. Referrals are made to local mental health facilities for issues where a student may be a danger to self or others.	Personal counseling often accompanies advisement and class scheduling. It is an on going process where counselors at PRCC advise over 3000 students on the Poplarville campus, over 2000 at the Forrest County Center, and approximately 250 for the at the Hancock Center.	Personal, career, academic, and social counseling services are expected to increase with the increase of enrollment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

Position: Counselor – Career and Technical

Supports PRCC Strategic Goal(s): 1, 2, 7

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

STRATEGIC GOALS:

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6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To provide individual and group services to prepare students for careers which meet the needs of business and industry.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide counseling services which assist in enhancing the educational experience and career development of our students.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To organize and implement a guidance activities for Career and Technical Counselors.	Develop a yearly plan (Program of Work). Include a calendar of activities beginning July 1, 2009 to June 30, 2010.	Career and Technical counselors collaborate in organizing activities according to the calendars of the College and State.	Improvements in coordinating guidance activities will continue based on gains from the efforts of both campuses with assistance provided to the Hancock Center.
2	To provide individual and group guidance services to students to assist them in the development and use of cognitive and affective skills for understanding of self and others in the world of work.	Conduct individual advisement and scheduling sessions on an as needed basis. Conduct small and large group sessions for career decision making, orientation, class scheduling, employability skills development, and job placement skills.	Individual advisement is a continuous process. Employability skills taught in placement workshops is an example of large group sessions. Class visits with smaller groups where at risk students are asked to complete the Myers Briggs helped students with educational and career planning. Advisement and registration for freshman students was conducted on an individual basis during summer 2010.	Individual and group guidance and advisement will continue. The evaluation of the career fairs and placement workshops indicated that prospective employers stated the majority of PRCC students displayed employability skills. The majority of students responded in an evaluation of the placement workshop that the program was a valuable service. Individual advisement and registration session were conducted with 2,598 students during summer 2010 on the Poplarville campus. These sessions were conducted in place of the three day mass registration normally held in the second week of July. Advising improved as a result of the quieter atmosphere of the Counseling, Advisement, & Placement Center where counselors had adequate resources for assisting students in educational and career decision making.
3	To coordinate student assessment,	Conduct an organized testing program.	An organized testing program	No recommendations for improvement were

	employability skills training, retention, placement, and follow-up activities in cooperation with instructors.	Administer Occupational Specific examinations to fall, spring, and summer graduates. Utilize ACT and TABE scores in class placement. Administer regularly scheduled GED testing sessions for the people of the district. Conduct Job/Career Fairs on Poplarville and Hattiesburg campuses. Develop assessment charts on enrollment, retention, program completion, graduation, placement, occupational skills assessment, and academic gain. Maintain appropriate records.	is conducted that includes ACT, TABE, MS-CPAS, GED, C-PAT. Assessment also involves personality inventories and career planning instruments such as Choices and SIGI. Over 400 students passed the GED in 2009 and entered PRCC. Job/career fairs are conducted annually with approximately 400 students participating in the Forrest County Center fair, and 950 participating in the Poplarville campus fair. Also 15 colleges participated in the college fairs and transfer week are conducted annually to assist students in transferring. Tracking career technical students in settings includes job placement, additional education, or military service produced positive results. Counselors maintain records on placement, retention, and program completion.	made by the State for the 2009-2010 year. Counselors continue to meet with instructors and administrators to provide statistical data on program evaluations.
4	To assist in integration of academic and career-technical skills.	Blend academic and technical courses while developing class schedules for students	Counselors advise and plan class schedules for students that will blend academic and technical courses.	Counselors will continue to advise students that academic as well as career or technical courses must be completed to meet graduation requirements. Increasing graduation rates in a common goal of all community colleges throughout the United States.
5	To assist in student recruitment including special population students.	Serve on Recruitment Committee. Conduct recruitment visits to schools, technical centers, and assist with their visits to our campus.	Counselors assist in recruitment at district schools and assist with tours on the PRCC campus. Counselors also encourage special population students to participate in Student Support Services and to ask for accommodations through the assistance of ADA Coordinators. Additionally, PRCC received a $2,000,000 Title III grant to assist at risk	PRCC has a non-discrimination policy that is published on all documents presented to the public. Counselors, special population coordinators, and ADA will continue to assist and serve all who seek their services especially special populations students

			students with college success. Student Support Services were also awarded another 5 year grant to provide services fort at risk students.	
6	To assist special needs learners in obtaining skills for success in career-technical programs.	Schedule learners with special needs in related studies and developmental courses which lead to success. Accommodations for special needs students are sought and often approved in the GED testing program.	Special needs learners are tested for appropriate placement in classes which include developmental, related studies, and workforce.	Placing students in appropriate level of instruction assists in retention and persistence. An early alert program is conducted by the Director of Adult Learning who collaborates with counselors on a regular basis. Additionally the grants awarded to PRCC have been helpful special needs learners. Title III provides supplemental instruction in general education courses, and Student Support Services provides tutorial services.
7	To provide occupational, educational, personal, and social information for decision-making and problem solving.	Supply and upgrade occupational, educational, personal, and social information in the counselors' offices and career center library as budget permits. Title III has provided funding for increasing materials, equipment, and software for occupational, educational, personal, and social information that assists students in problem solving and decision making. A student success course has been established that assists in educational, career, and financial planning. Counselors remind students to take the required online orientation course early in their first semester.	ACT COMPASS and SIGI have been added to the career center library to assist students in making educated decisions. Counselors provide information to assist in problem solving. Memory was added to the computers that were donated to the career center library. Additionally, a student success center with study rooms, 25 new computers, and software has been established. Counselors work with Title III personnel in helping students use the facilities for career and educational decision making.	The volume of usage of the success center and the counseling centers are recorded. It is hoped that the information will help students to make educated decisions regarding their goals. Student success, learning outcomes, retention, and graduation rates are indicators of how well PRCC faculty members are accomplishing the mission of the college.
8	To participate in professional growth opportunities.	Participate as a member in state and district professional organizations	All counselors and counseling center staff are members of district, state, and national organizations. Professional development conferences such as Pine Belt Counselors, MCA, MS Advisors Assoc, NACADA are some of the professional organizations in which counselors serve. Counselors also conduct and attend in-house workshops	Faculty advisor training will continue based on the continuous need to improve advising. Professional training in workshops (in district, at state level, at national levels) will continue to try to keep up with ever changing advances in technology.

			and training. Counselors conduct Banner training for faculty advisors. Also, counselors update and publish the Advisors' Guide to assist faculty in becoming more proficient advisors.	
9	To conduct annual program performance evaluations for improvement.	State performance evaluations Student/staff evaluations.	State performance, staff evaluations, Climate Surveys indicate the need for improvements in advising. The Poplarville campus provided more faculty training but received the lowest rating of PRCC's locations by students on the Climate Survey. Special programs provided by counselors such as the job/career fairs, college fairs, transfer week, and placement workshops received very high ratings.	Title III funding is being used to train faculty advisors. The grant begins training with 20 faculty advisors, and counselors are working with Title III personnel to help make the advances system wide. Fifty percent of the student who responded to the survey stated that advisors were needed. The other 50% stated that advisors were not needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Dean of Business Services — Supports PRCC Strategic Goal(s): 2, 4

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide necessary funding to support the educational mission of the college for operations and capital improvements. To coordinate the development of budgets and monitor results. To maintain financial records in accordance with national and state standards.

RELATIONSHIP OF UNIT TO PRCC MISSION: To support, through adequate funding levels, the mission of the college.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To assure prudent use of college funds through monitoring, auditing, and reporting.	Produce balanced budget Annual audit Produce Financial Statements	Balanced budget produced. Annual audit completed. Financial statements completed.	Sufficient fund management for various departments accomplished. Strengths & weaknesses addressed. Financial position of college analyzed.
2	To assure financial stability of college by seeking ways to expand revenue sources.	Compare current year revenues to prior years and analyze results.	Revenue sources fairly consistent.	Institution financially sound.
3	To evaluate capital improvement needs of the college and provide necessary funds to meet those needs.	Use of long range capital needs plan developed by the architects.	Long range capital plans established via master plan.	Revision of long range capital plans on-going process.
4	To maintain operating fund balances at an adequate level to insure financial stability of the college.	Financial Statements and Audit Reports.	Financial statements & annual audit process completed.	Adequate fund balances maintained by institution for current operations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Dean of Forrest County Center — Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT:

RELATIONSHIP OF UNIT TO PRCC MISSION:

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To encourage high quality in all instructional programs by monitoring curricula and instruction for both the academic and career technical divisions at the Forrest County Center.	Faculty will be evaluated annually by the Supervisor and students. Assessment criteria in each departments chart will be reviewed.	All faculty were evaluated if required	Results were used to offer feedback on areas needing improvement
2	To encourage and assist all departments in the process of budget planning and utilization	Review and approve all budgets and requisitions for purchases submitted by faculty.	Needs Assessments were completed and submitted	New computer furniture was purchased for the computer science lab as well as 5 more computers
3	To encourage departments in all areas of planning.	All instructional program changes will be submitted for review annually. If approved, those changes will be recommended to the Instructional Programs Committee.	A request for study abroad was submitted to the Instructional Programs Committee	The study abroad was approved and students registering for MFL 2613 and 2623 studied in Costa Rica this summer
4	To encourage all departments to stay abreast of up-to-date instructional methodologies and equipment	Program training aides and equipment will be reviewed by respective program craft committees and/or department coordinators.	As funds permit, new technology is put in use	Smart boards are in use in many classrooms
5	To supervise the activities of the office of student services which includes Admissions, Financial Aid and Business Office at the Forrest County Center	Review and approve services provided for student admissions and assistance. Monitor and approve all expenditures for administration and instructors.	Increasing enrollments have placed increasing demands on this department's budget	Notations have been made that additional funds will be needed in the future to fully serve students.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2009-2010

Position: Dean of Student Services — Supports PRCC Strategic Goal(s): 2

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

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6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

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

RELATIONSHIP OF UNIT TO PRCC MISSION: To supervise and administer those student services which promote and enhance the educational mission of PRCC.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To supervise the Director of Admissions, Director of Financial Aid, Housing Supervisors, Chief of Campus Police, Director of Recruitment / Orientation, Director of Student Support Services, Director of Athletics and college nurse.	Direct observation, daily commitments, and daily supervision of employees. Also formal evaluations of each employee.	1. Increased training of all Head Residents in crisis prevention. Continue with employee evaluations in FY 10.	1. Continue with training session in order to increase retention of residence/students.
2	To promote and enhance programs in student services that embrace the comprehensive student develop concept.	Use of mission statement, goals, and objectives of student services to enhance programs.	2. On line campus climate surveys were conducted in FY 10. Surveys showed satisfaction of students in the office of Student Services.	2. Procedures were changed in student services in FY09 on The request of the Students.
3	To review by formal and informal methods the use, satisfaction and perception of student services.	Student surveys, suggestion boxes, input from student organizations, and well as discussion with faculty, staff, and students.	Continued to review all current policies and implement new policies as it relates to student services.	New Dormitory Orientations / Check in procedures were implemented in FY09.
4	To maintain accurate and correct published information related to student services (student handbook).	Documented policy changes and well as comments and suggestions from students, faculty, and staff as it related to student services.	Members of the Student Services Staff met with the student leaders on campus to discuss ways to improve student activities on campus.	4. A new Master Calendar was developed in FY 09 to better serve and promote student activities.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Assistant Director of Enrollment Management — Supports PRCC Strategic Goal(s): 1, 2

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PURPOSE OF UNIT: To assist in the fulfillment of the mission of the College as it is related to admission and record keeping of students

RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Admissions and Records serves as the primary access point between the College and the student related to the admission of students to Pearl River Community College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To assist applicants in the process of formal admission to the college.	Applicant to Enrollment Ratio.	Calculation	Ordering of materials, staffing
2	To initiate and complete the scheduling of classes in a timely and efficient manner, including distance learning classes.	Student surveys information, On, anecdotal line surveys.	Evaluation	Implementation
3	To provide continual and immediate access to permanent academic records for students.	Feedback from Students, Universities, and Employers seeking Official Records of Formal Education.		
4	To complete accurate and timely enrollment audits as required by state and federal authorities.	Annual enrollment audit performed by the State Board of Junior and Community Colleges.	Audit improvement	Implementation of work flow concepts

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009-2010

Position: Director of Athletics — Supports PRCC Strategic Goal(s): 2, 4, 5

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

STRATEGIC GOALS:

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7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To enhance student life on the campus and to foster support for the College through the development of highly competitive athletic programs.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide activities which enrich the educational, recreational, and cultural opportunities provided by the College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To identify and employ a highly qualified athletic staff which will instill in the program a sense of integrity, competitiveness, and concern for the development of the student athlete.	College employees and alumni with a demonstrated allegiance to the College will assist in screening and nominating head coaches when vacancies occur.	New assistant Coaches have been hired for baseball (5 years of college experience) and basketball (10 years of college experience) and soccer (international experience)	State championships were won in Women' soccer, Men's basketball and softball. Baseball was regional runners-up
2	To increase attendance at all athletic events through improved media exposure.	Radio, television, and newspaper exposure is noticeable and consistent.	Experienced increased media coverage in all sports	Attendance increased or remained stable in all sports
3	Improve emphasis on student achievement with our athletes.	Academic performance and progress towards graduation to be monitored on a regular basis.	Graduation rate has improved with women softball making All- American Academic team, and several student athletes making All-State Academic team	Greater emphasis has been made in recruiting college able students and more emphasis has been made in tutoring and tracking academic progress.
4	Improvement of athletic facilities.	Athletic facilities will become an asset in the recruitment process.	Moved into New football field house. Improvements have been made at soccer field	Modern facilities have allowed some sports to recruit more qualified student athletes
5	Improve external fund raising.	External funds will be used to support athletic programs and scholarships.	External funds have been raised by all sports to supplement needed supplies, equipment , awards and travel.	Additional equipment, Championship awards, and supplies were purchased with external funds

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009-2010

6	Develop evaluation plan for athletic program	Strengthen leadership for various sports programs.	Have continued to hire experienced and successful coaches in all of our programs	Have experienced extraordinary success on and off the field with our programs. Have continued to send qualified student athletes to the next level in all sports.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Career and Technical Education Programs (Poplarville) — Supports PRCC Strategic Goal(s): 1, 3, 4, 5, 7

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7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To prepare and upgrade students for careers to meet the needs of business and industry in the college district.

RELATIONSHIP OF UNIT TO PRCC MISSION: The unit provides state of the art occupational training programs for the students within the college district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To encourage high quality in all Career and Technical programs by monitoring curricula and instruction.	Career and Technical faculty will be evaluated annually by the Supervisor and students.	Faculty developed a plan of improvement if evaluation results reflected notation of improvement need (scoring of significance "Below Average Rating").	1. Reviewed according to performance.
2	To encourage all Career and Technical departments in the process of budget planning and utilization.	Review and approve all budgets and requisitions for purchase submitted by Career and Technical faculty.	The acquisition of materials, supplies, and services to meet instructional objectives.	Reviewed and modified budgeted resources to effectively achieve goals.
3	To encourage Career and Technical departments in all areas of planning.	Program changes will be submitted for review annually.	Upon approval of Career & Technical Directors, the plan was submitted to the appropriate college committee and SBCJC.	Approved plans assisted budgeting and program development.
4	To encourage all Career and Technical Departments to stay abreast of up-to-date training aides and equipment as per industrial standards.	Program training aides and equipment will be reviewed by respective program craft committees.	Upon approval of Career & Technical Director, the requested training aides and equipment was	Approved request was budgeted for process and purchasing.

			submitted to the appropriate college committee and SBCJC.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of College Libraries

Supports PRCC Strategic Goal(s): 3, 7

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6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
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8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To support the College in its educational and cultural endeavors by providing primary and secondary materials, both print and non-print, to meet the needs of the curriculum, students, and faculty, both on and off campus.

RELATIONSHIP OF UNIT TO PRCC MISSION: To assist in providing quality student services through intramural programs.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To acquire, organize, and make available for use the sources of information needed to support the instructional programs of the College and the institutional and individual needs of the students, faculty, and staff.	Number of print and non-print materials added to the collection each year.	Items cataloged for 2009-2010 are	Planned to continue purchasing materials for faculty and student use.

GHJ ITEMS	Adds	Total
Books	879	55,368
B. Periodicals	20	7,523
Microform	0	7,042
Cassettes	0	459
CD-ROM's	10	396
Computer Disks	0	128
DVD's	120	454
Kits	0	4

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

Manuals	9	374
Slide Sets	0	6
Sound Disks	0	68
Transparencies	0	9
Videocassettes	1	3,745
TOTAL	**1,039**	**75,576**

FCC ITEMS	Adds	Total
Books	740	5,769
B. Periodicals	0	107
CD-ROM's	3	148
Computer Disks	0	10
DVD's	26	110
Kits	0	5
Manuals	0	40
Slide Sets	0	4
Sound Disk	0	15
Videocassettes	0	531
TOTAL	**769**	**6,739**

HAN ITEMS	Adds	Total

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

Books	661	3,516
B. Periodicals	0	0
CD-ROM's	0	32
DVD's	19	187
Kits	1	2
Manuals	0	3
Maps	2	2
Slide Sets	0	0
Sound Disk	0	0
Videocassettes	0	35
TOTAL	**683**	**3,777**

PRCC ITEMS	**Adds**	**Total**
Books	2,280	64,653
B. Periodicals	20	7,630
Microform	0	7,042
Cassettes	0	459
CD-ROM's	13	576
Computer Disks	0	138
DVD's	165	751

			Kits 1 11 Manuals 9 417 Maps 2 2 Slide Sets 0 10 Sound Disks 0 83 Transparencies 0 9 Videocassettes 1 4,311 **TOTAL 2,489 86,090** **NetLibrary** eBooks 3,120 32,867 **NetLibrary** eAudiobooks 623 623 **ebrary** eBooks 18,000 18,000 **G. TOTAL 24,232 137,580**	
2	To provide students and faculty with orientation of the Libraries and the services provided so that such resources will be used more effectively and efficiently.	Number of orientation sessions provided to students and faculty.	Students continue to use the Libraries and Labs as faculty members increasingly seek new ways to present their subject material, to incorporate the use of technology into their classrooms and assignments, and to individualize instruction even though more library services are available on line. Door count for Johnston Library and Learning Lab was 113,846; for Forrest County Center	Planned to continue orientation sessions and workshops. Planned to continue upgrading library's web site.

			Library and Lab, the door count was 80,736; and the door count for the Hancock Library was 3,897for a total of 198,479. The Johnston Library staff provided 87 orientation sessions to students, and the learning lab staff provided 91 in lab orientation sessions and 5 in class orientation sessions. FCC Library staff provided 33 orientation sessions to students and the FCC Lab staff provided 64 in lab orientation sessions and no in class sessions. The Hancock Center staff conducted 8 library orientation sessions and 8 lab sessions, for a total of 296 orientation sessions on all campuses. Orientation sessions were provided to students for English, College Skills, History, etc. upon teacher request. The Media Specialist provided Photoshop Elements workshops for students. The Johnston Learning Lab staff proctored 3,351 online tests; the FCC Lab staff proctored 3,276 tests; and the Hancock staff proctored 284 tests for a total of 6,712 tests. Library and Lab links were updated on the web site to be used by both online and traditional students. Information about the College Libraries was also updated on the web site.	
3	To provide audio visual, copier, microform, and computer equipment and adequate furniture on which to place them to support instruction.	Number of pieces of equipment and furniture added to Libraries and Labs.	New technology/equipment and furniture added to all Libraries and Labs are listed below: **Johnston Library** 29 student computers	Requested additional funding for equipment and furniture for 2010-2011.

			7 staff computers 1 server 1-10 section computer table 110 chairs 10 stools **Johnston Learning Lab** 18 student computers 6 staff computers 4 printers 3 external hard drives 1 UPS **Johnston Media Services** No new equipment or furniture **Forrest County Center Library** 2 student computers 4 student laptop computers 1 staff computer 1 security camera system 2 tables 8 chairs **Forrest County Learning Lab** 1 student printer	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

			Hancock Center Library 1 barcode scanner 1 90" double-faced shelving	
4	To increase periodical collection.	ACRL standards.	Found that the Library needed to add 200 print periodical titles if it wanted to meet ACRL print standards. However, PRCC students have access to thousands of online journals and magazines through the MAGNOLIA project and other online databases to which the college subscribes.	Requested additional funding for online full-text periodicals for 2010-2011 school year since online products have the capability of serving more students than print in-house periodicals can serve.

5	To increase the Libraries budget to 6% of the school budget.	ACRL standards.	Found that the Library needed to add 2.39% to the existing budget.	Requested additional funding for 2010-2011 school year.
6	To increase the electronic database collection.	ACRL standards.	A subscription was acquired to two new book databases: 1. NetLibrary's Shared Collection XIX containing approximately 3,000 eBooks and NetLibrary's eAudiobook collection of over 600 books. A subscription was also acquired World Book Online.	Requested additional funding in the 2010-2011 budget for additional online databases.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

7	To provide a staff which is qualified and concerned with meeting the needs of the institution, students, and faculty.	Number of staff employed with degrees or training appropriate for positions held.	Director of College Libraries has a master's degree plus 30 hours. Both librarians at the Johnston Library have master's degrees as does the FCC librarian. The GHJ Learning Lab Coordinator has a master's degree as do both lab instructors. The Media Specialist has a bachelor's degree. The librarian at the FCC Campus holds a master degree while the clerical staff member is working on a bachelor's degree in library science. Additionally, there are three hourly staff members, each with a master's degree. At the FCC lab, the coordinator has a master's degree and the lab instructor has an educational specialist degree. There is also a clerical staff member at the FCC lab. The Hancock Library Technical Assistant has a master's degree in education with an emphasis in English and 27 additional hours in Psychology. All clerical staff members at all locations are qualified by education and experience for their positions.	Requested that the frozen Library clerical position be fully reinstated for the 2010-2011 school session.
8	To provide opportunities for faculty and staff to take part in professional development activities.	Number of faculty and staff participating in professional development activities.	All staff members, both professional and support staff, attended professional development workshops conducted by the college. All professional staff members attended a workshop titled "From Mediocre to Marvelous" by Deborah Tierce. All support staff attended a workshop titled "Live, Laugh, and Leave a Legacy" by Deborah Tierce. The College	Planned to provide professional development activities for 2010-2011.

			Libraries Director and the GHJ Public Services Librarian attended online database training for Credo Reference I, World Book I, Wilson Web Enhancements, and Credo Reference II. The GHJ Public Services Librarian and the GHJ Public Services Assistant attended Wildcat Web Training. The GHJ Public Services Assistant attended Campus Security Training. The GHJ Public Services Librarian and the Media Specialist attended training on Camtasia by Kimberly Ellis. The state Creating Futures Through Conference was attended by an instructor from the GHJ and FCC Learning Labs. Blackboard Training was attended by the GHJ Learning Lab Coordinator, one GHJ Learning Lab instructor and one FCC Learning Lab instructor. The GHJ Media Specialist attended "Technology Tools for Instructors" by Kimberly Ellis, the Mississippi Community College Creative Writing Association Spring Meeting, and a Desktop Publishing Class by Kimberly Ellis. The FCC Learning Lab instructor attended "Social Networking" by Dr. Steve Yuen. The FCC Learning Lab Coordinator attended "CPR/AED" by David Armstrong.	
9	To continually weed the GHJ Nursing collection and the FCC Allied Health Collection.	Usage count and copyright date of materials.	Discarded 305 books from the Johnston nursing collection, and purchased 156 books for the nursing collection. Forrest County Library discarded 534 books from the Nursing and Allied Health Collection and added 187 books to that collection.	Planned to purchase additional nursing and allied health materials in 2010-2011 to replace discarded items.
10	To cooperate with other institutions, libraries, and agencies to meet the information needs of the college.	Cooperative agreements with other libraries.	The library participates in the Mississippi Community Colleges Library Information Partnership (MCCLIP), which facilitates cooperation and sharing of resources between Mississippi's community college	Planned to continue cooperative agreements for 2010-2011.

			libraries and Mississippi State University Libraries; participates in a reciprocal lending cooperative for community colleges participating in the Mississippi Virtual Community College Program; and participates in SIRSI's Mississippi users consortium. The library has formalized lending agreements with the University of Southern Mississippi and the public libraries within its six county district.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009-2010

Position: Director of Counseling, Advisement, & Placement Center — Supports PRCC Strategic Goal(s): 1, 2, 7

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7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To provide individual and group services to prepare students for careers which meet the needs of business and industry.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide counseling services which assist in enhancing the educational experience and career development of our students.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To organize and supervise the guidance program.	Propose revisions to existing program for improvement by establishing an advisory council, planning activities each year, developing and publishing guidance activity calendar, expanding the advisement services being provided at the Hancock Center by including additional part time personnel, and continuing the part time counseling services at that center.	The CAP Advisory Council has been established and meets with department chairs twice annually. Discussions regarding restructuring summer registration occurred. Summer registration was conducted in the CAP Center with the additional help from two faculty advisors, and 2598 students were advised and registered into classes for summer and fall terms. Advisors/counselors are sent to the Hancock center on preplanned occasions.	Students seemed well pleased with the new process. They were better advised, and there were no long lines and loud noises to serve as obstacles. The process worked so well that plans are to continue during summer 2011.
2	To provide individual and group guidance services to assist students in the development and use of cognitive and affective skills.	Conduct individual advisement and scheduling sessions on an as needed basis. Conduct small and large group sessions for career decision making, orientation, class scheduling, employability skills development, and	Small group sessions and large group sessions are conducted. SIGI was purchases as an additional resource for career and education counseling. Also Choices is still being used. New (used) computers were	Students seem to enjoy the small and large group sessions. The large group sessions were especially helpful in preparing student for the annual Career Fair. These sessions will continue with more emphasis being place on students who are undecided in selecting a major.

		job placement skills.	added to the lab.	
3	To coordinate student assessment, employability skills training, retention, placement, and follow-up activities in cooperation with instructors.	Conduct assessment including ACT, GED, TABE, and C-PAT testing services. To propose purchasing ACT COMPASS.	ACT COMPASS internet version was purchased, and training was conducted June 15, 2010. MS-CPAS was conducted on the Internet fall and spring terms. The Related Studies Lab allowed 25 students to be tested at once. Follow up, placement in classes and on jobs is continuous. An additional ACT conference was attended by the academic and career technical counselors July 26.	Counselors and advisors agreed that the training on June 15 was inadequate. Therefore, additional training is requested. Retention and placement reporting is a continuous process. Results for career and technical programs are received from the State annually. Inadequate performances must be resolved with plans of improvement. PRCC had no plans of improvement because all required core requirements were met or exceeded.
4	To provide opportunities for personnel to improve guidance services.	Encourage participation in staff development and communication with Industry, businesses, and other colleges. Extensive time was spent on program analysis in preparation for writing a Title III Grant Proposal which was funded October 1, 2009 Funding has assisted in providing separate personnel under the direction of Dr. Amy Townsend.	PRCC received a Title III Grant of approximately two million dollars to improve retention and advisement, and to supplement instruction. The CAP Center Staff of professionals are engaged in best practice training sessions in advisement. All serve on committees to advance the goals of the Title III Project. Guidance professions have benefited and are expected to improve greatly through training in best practices provided through Title III.	Collaboration with the Title III personnel and opportunities provided through the grant have already improved services, and this is just the beginning.
5	To encourage personnel to participate on College committees in support of the mission statement of the College.	Participation on the Instructional Council, Calendar Committee, Recruitment Committee (appropriate College committees), and advisory boards of community schools and businesses.	All counselors and advisors serve on committees that advance the mission of the college.	Collaboration and cooperation among committee members improve communication and help to improve advising, retention, and help to improve student success.
6	To encourage personnel to participate in professional development to improve guidance services.	Encourage participation in state and national organizations for improvement in guidance services such as counseling, advisement, placement, orientation, etc.	Counselors are members of NACADA (National), MCA, MCCCA, Pinebelt Counselors Association. We also have attended conferences on advising, ACT, Acuplacer, & Technology in Education, In	All professional staff in the CAP center has benefited from information and Ideas learned at conferences and through professional development.

			addition, we have visited other "model" programs.	
7	To utilize community resources	Maintain contact with "helping" agencies within the district.	Contact is maintained with numerous community ""helping" agencies. A luncheon meeting was held with members of the Pinegrove Center in Picayune where counselors and faculty members learned of services provided. Referrals are made through such agencies.	Community resources often assist students at no charge. Utilizing these agencies helps our students to continue to reach educational goals.
8	To conduct evaluations.	To complete evaluations as prescribed by the College and State pertaining to program and personnel evaluations.	Personnel and program evaluations are conducted annually.	Results of evaluations are used for program improvement.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Development Foundation and Alumni Association — Supports PRCC Strategic Goal(s): 5

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide resources to assist the College in accomplishing its mission.

RELATIONSHIP OF UNIT TO PRCC MISSION:

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To generate individual and corporate donations to support the programs and services of the College.	1.1. Minutes of the College Board of Trustees. 1.2. Minutes of the PRCC Development Foundation. 1.3. Annual Audit of Pearl River Community College. 1.4. Annual Audit of the PRCC Development Foundation.	1.1 thru 1.4 Outcome Assessment as revealed and measured by board minutes and Annual Audits performed provided a clear picture of the college foundations success in generating financial support for the college programs and services.	1.1 thru 1.4 Actionable Knowledge gained showed a stable but moderate growth in donor giving to the foundation but a very limited growth on investment income. The results do reveal an ability for foundation support to continue but with some enacting of fiscal restraints.
2	To provide opportunities for alumni to continue their involvement in the programs of the College.	2.1. Minutes of the College Board of Trustees. 2.2. Minutes of the PRCC Development Foundation. 2.3. Minutes of the PRCC Alumni Association. 2.4. Quarterly editions of the alumni magazine, RiverSide.	2.1 thru 2.4 Minutes from Foundation Board Meetings Minutes reflect the activities of the College Alumni Association and Alumni Chapters. The four existing chapters conducted numerous events over the year that generated increased participation by Alumni and generated more dollars for support of	2.1 thru 2.4 The growth in participation by alumni in chapter programs has identified some activities that we definitely want to continue in the future. The foundation is in its fifth year of employing a full time Coordinator of Alumni Services. The position has provided for greater opportunities for communication between the college and alumni. We are getting closer to sustaining the position financially.

		Development Foundation will employ a full-time Coordinator of Alumni Services.	scholarships for current students.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Extended Education & Instructional Design — Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8

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

STRATEGIC GOALS:

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PURPOSE OF UNIT: To enhance learning opportunities both within and beyond the traditional classroom in order to guide students, faculty, and staff toward quality educational and service opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide broader access to the educational opportunities offered by PRCC. Through Distance Education, Instructional Design, Dual Enrollment, Weekend and Night Classes, and Continuing Education, the Office of Extended Education & Instructional Design provides avenues of learning suited to a variety of learning-styles and lifestyles.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	Average retention in PRCC online classes will be 70% or better each semester.	MSVCC ET "Overall Success Rate Report"	Fall 2009 = 73% Spring 2010 = 72% Summer 2010 = 78%	Many factors influence retention. A primary factor in online classes is the instructor's ability to create a sense of community. During the online instructor orientation for Fall 2010, the concept of "sense of community" will be discussed with faculty. Thereafter, individual online instructors will be approached to provide examples of the activities being used to create a sense of community in the online environment.
2	An evaluation of distance education courses will indicate that at least 70% of the courses will include a course specific orientation.	Documented evaluations and course reviews	Evaluation of the online courses revealed that very few of them actually had a course specific orientation (so few that a percentage is not included here).	An emphasis will be placed on the importance of a course-specific orientation in online courses. New instructors will be required to include this in their courses. Established instructors will be directed to include this orientation in phases.
3	To ensure that 100% of off campus night and weekend classes are taught in a facility that provides current supplemental technological tools that are requested by the instructors.	Instructor feedback and evaluation of location of night classes	This objective was not met. Poplarville – This is not an issue because all Poplarville classrooms are equipped with computers and projectors. Picayune – for the most part, this objective is not a factor in instruction. The two	Organizing off-campus classes is very challenging because there is little the College can do to control what the high schools offer for use. Each location presents its own challenges. • Word has been received that a middle school in the Pearl River Central district may be open to a night class. This will be researched for Spring 2010 if the night

			instructors who primarily teach in Picayune are not inclined to use technology. However, occasionally, an instructor will request specific items that are not readily available in the Picayune setting. Columbia – Columbia night classes were moved from the Columbia High School to the Carl Loftin Career and Technology Center which is part of the Marion County School District. While the overall conditions were more conducive to learning, instructors did not have access to computers or projectors. Most instructors were willing to bring their own laptops if projectors had been available. Sumrall – Projectors and Smartboards were available for instructors who were able to bring their own laptops.	class instructors require technical tools. • The possibility of conducting night classes at the proposed Family Y in Bellview will be explored for the future. • Other options in the Marion County/Columbia area are being explored. • Requests will be made for laptops and projectors which night class instructors may be allowed to check-out on a semesterly basis.
4	At least two training opportunities (Blackboard and other instructional tools provided by the State) will be provided to PRCC personnel each semester.	Documented evaluations; training calendar	This objective was easily exceeding and is documented in the Office Extended Education & Instructional Design. The dates are too numerous to list here.	While this objective was met, it is still a worthy objective. Many PRCC faculty (and other personnel) have not received training in the use of Blackboard. This is due to choices each of these faculty members have made, but because technology continues to grow, the training sessions need to continue in the hopes that everyone will eventually select to attend training and subsequently use the technology.
5	At least 20 students will be advised online using Wimba Pronto.	Advisement records	This objective was not met.	The use of Wimba is constantly being explored by both instructors and Office personnel. However, the fact that current personnel are dealing with an increasing enrollment each semester with no extra personnel to assist, the reality is that this objective is still relevant but must be paced accordingly.
6	Of the high schools in the PRCC district who participate in dual enrollment, at least 50% will be visited by PRCC personnel.	Documented calendar dates	This objective was not met. Only three of the high schools received a personal visit from the Office of Extended Education. A presentation was provided to students at Hattiesburg High School and Sumrall High School. The presentation included items relevant to students who will be considering	Dual Enrollment is an area that continues to expand. All high schools in the district were invited to attend a meeting June 24, 2010 at the College. The differences/similarities between Option 1 and Option 2 Dual Enrollment were explained. On a further note, changes will be occurring in

			how to proceed with college careers after high school.	Dual Enrollment due to the implantation of SB 2389 which became effective July 1, 2010. The implications of this bill are still not clearly understood by the College or the high schools.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Financial Aid

Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8

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

STRATEGIC GOALS:

1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.
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6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
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8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

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

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide financial assistance to enable the achievement of personal, educational, and occupational goals of students.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To award financial aid to the student population at PRCC based on federally, state, and institutionally determined eligibility and program fund availability to assist them in meeting the costs of their education.	Determine student eligibility for the type of aid requested and award aid based on the availability of the funds.	No Findings to date.	No change needed.
2	To maintain a critical review of all institutional, state, and federal guidelines with regard to preserving compliance with the financial aid programs in these respective areas.	Keep abreast of federal, state and institutional updates on policy and procedural changes related to programs through mail, electronic, and e-mail postings.	No Findings to date.	No change needed.
3	To revise the job descriptions of employees in the Office of Financial Aid.	Review current responsibilities of each employee based on daily duties and update job description accordingly.	Due to an employee transfer and the increase in student enrollment along with the addition of two new federal programs called for a	This process is still under review and is still be revised.

			reorganization of job descriptions.	
4	To utilize the U.S. Department of Education's Central Processing System's Return of Title IV functionality to implement the processing of all required R2T4 calculations beginning for the 2008-2009 award year.	Develop a comprehensive point of contact/communication plan between the Office of Financial Aid, Business Services, and the Admissions Office with regard to Withdrawal Notifications for the purpose of determining Return of Title IV calculations.	The Office of Financial Aid developed its own query with regard to processing R2T4 withdrawal calculations which allows us the opportunity to pull our own weekly reports. Information regarding student accounts required for calculations is still secured from Business Services.	One workshop held as part of faculty orientation session for Spring 2010. No further actions taken at this time.
5	To reformulate an up-to-date written policies and procedures manual to comply with U.S. Department of Education requirements for the administration of federal assistance programs. It is also suggested that the manual be created as a Web-based resource, allowing for easier, more regular updates to the manual.	Recommended following consultation with USA Fund University Consultant with regard to possible Federal compliance implications. In addition, a comprehensive policies and procedures manual will serve as an effective training tool for future staff members in the Office of Financial Aid.	Policies and procedures manual for Pearl River Community College written and presented to the U.S. Department of Education during Program Review February 2010. Mission Statement for Office of Financial Aid and Code of Ethics is developed and in place and included in the policies and procedures manual.	Process for updating policies and procedures manual in the Office of Financial will continue indefinitely as the industry continues to evolve.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of General Education (Forrest County Center) — Supports PRCC Strategic Goal(s): 1, 2, 4, 5, 6

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5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make College services available via the Internet.
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
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8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To Coordinate and supervise academic course offerings on the Hattiesburg Campus.

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as the representative of the Vice President for Instruction's Office on the Hattiesburg Campus.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To continue to assist in developing new academic course offerings at the Forrest County Center.	To meet with administrative personnel to add academic courses other than those required for technical programs.	New courses were added to the college catalogue and to the class schedule	Offers greater options for students
2	To continue to offer more counseling opportunities for students.	To assist in providing academic counselors from the Poplarville campus on the Hattiesburg Campus.	No changes were made	The need still exists
3	To assist in reorganizing the regular registration process and late registration process	To meet with administrative personnel to assist in securing computers for registration at the Forrest County Center.	Some changes were made	Helps students move through registration more efficiently.
4	To continue to seek new classrooms and teaching materials at the Forrest County Center.	To meet with administrative personnel to achieve this goal.	No changes were made	This critical need still exists
5	To continue to add more full-time faculty at the Forrest County Center.	Consult with Vice President for Instruction to achieve this goal.	No changes were made	Full time faculty is a critical need at the FCC.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Hancock Center — Supports PRCC Strategic Goal(s): 1, 2

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6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To provide quality post-secondary education and workforce development training to students within Hancock County and Stennis Space Center.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide integrated, innovative, and comprehensive services to students and communities within Hancock County and Stennis Space Center. These integrated services include coordinated efforts with the College departments on the Poplarville and Hattiesburg campuses to support the College mission.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	Provide an informative and meaningful new student orientation program that meets the transitional needs of new students.	Assessment criteria as described in Orientation and Recruitment department's assessment chart targeting students, counselors and guests.	The College implemented a new online orientation. There were problems, so this area will need to be an area of improvement.	Need to improve; therefore ongoing.
2	Provide prospective students information on the admission process, academic programs, and campus life that will aid in prospective students' recruitment and future enrollment.	Conduct recruitment events where participants are provided the opportunity to visit with college personnel from all academic and career programs, receive information on the admission, financial aid, and scholarship process.	Participate in Recruitmene Day at both Hancock High School and Bay High School. New recruitment program will be implemented.	More visits to both Hancock High School and Bay High School to answer question students will have on the whole process from registration through graduation.
3	Provide strategic data driven decision-making grounded in reliable data analysis to support enrollment goals and initiatives.	Student and staff survey forms and direct observation by Hancock Center Director and others responsible for institutional effectiveness.	Continue with faculty meetings to get feedback for areas of improvement. Improve advisement. Continue with open-door policy with students for questions concerning student needs at the Hancock Center.	Improvement in advisement has given students a better understanding of the classes they need to take, and it gives them an understanding of where they are headed educationally. We will continue to improve class offerings as the Hancock Center continues to grow.
4	Increase the number of students enrolled in courses at sites in Hancock County and	Collect and analyze student enrollment data for all sites in Hancock County and Stennis Space	Enrollment continues to grow at the Hancock Center.	We have moved the library to a larger facility to afford the students more amenities. A textbook store has opened, and a QEP Math lab has

	Stennis Space Center.	Center.		been established this fall.
5	Increase College's visibility throughout the business community within Hancock County and Stennis Space Center.	Expand initiatives in partnership with local business and the College Workforce Development Division.	Continue to be involved with the community and Hancock County entities.	Continue to upgrade course offerings at the Hancock Center and Stennis Space Center. Continue to renew PRCC's commitment to quality education in the Hancock County Area and work with local businesses and community organizations to provide services needed in the community.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Physical Plant

Supports PRCC Strategic Goal(s): 2, 3, 4, 5

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

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7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To provide physical resources and facilities in order to support the educational programs, support services, and activities of the College.

RELATIONSHIP OF UNIT TO PRCC MISSION: To increase the access to and the quality and efficiency of campus physical resources and to develop and maintain a transportation system that meets the travel needs of students, faculty, and staff at PRCC.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To maintain the accessibility and cleanliness of all buildings.	Inspection and evaluation by janitorial supervisor weekly.	Weekly inspection and evaluation process so buildings will be clean.	Prioritize results to improve successful outcomes.
2	To provide routine preventative maintenance of all buildings.	Inspection and evaluation by supervisor of maintenance and contractors.	Preventive maintenance and repairs completed as needed	To improve efficiency and minimize down time for projects.
3	To maintain campus grounds.	Inspection and evaluation by appropriate personnel.	Daily assessment of attractive, neat grounds	Evaluation of personnel.
4	To maintain all utilities.	Inspection and evaluation by appropriate personnel (Public Service Commission, fire marshal, etc.).	Inspection findings repaired there by all utilities will be kept in proper working order and operating as efficiently as possible.	Prioritized needs and responded accordingly.
5	To plan and identify immediate needs for all facilities.	Constant inspections leading to request for improvements.	Request submitted for budget approval.	Implemented need requests upon approval of necessary funding.
6	To plan and identify long range needs.	Inspection and evaluation by appropriate	Plan of action ready for activation upon availability of	Daily staff meetings. Attend education seminars as identified.

		personnel (contractor, engineers, staff).	funds.	
7	To provide a safe and quality transportation system as it relates to approved travel for students, faculty, and staff.	Schedule use of vehicles for approved travel.	Published weekly travel requests, reviewed budget monthly, and made reports related to mileage to Business Office.	Used number travel requests, budget expenditures, and amount of mileage to determine additional need for upcoming year.
8	To employ efficient and effective mechanic personnel.	Evaluation of mechanics in charge of transportation done formally and informally. Also, daily supervision of mechanics.	Daily supervision of mechanics as well as formal evaluation indicated excellent performance of employed mechanics.	Expanded criteria of mechanical personnel to include driving buses as needed for school activities.
9	To provide updated fleet of vehicles whenever needed in a professional and courteous manner.	Purchase of new vehicles on regular basis as budget permits.	Review budget related to number of needed vehicles	Made changes related to requests for vehicles, amount charged for mileage, and reporting procedures related to transportation.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009-2010

Position: Director of Public Relations

Supports PRCC Strategic Goal(s): 2, 4, 7

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PURPOSE OF UNIT: Disseminate information about the activities and programs of Pearl River Community College.

RELATIONSHIP OF UNIT TO PRCC MISSION: To communicate the philosophy and mission of Pearl River Community College to its constituents, which in turn helps the college in the areas of recruitment and retention.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To enhance the image or public perception of the college by sending out news releases to all media: print, TV, and radio on all college activities.	The print media are sent 20-25 news items per month for publication. TV media sent minimum of four coverage advisories per month.	More than 250 news, photos and sports items were sent to media outlets. Some 95 percent were used in some form, including Internet use on media websites.	Stories are now being sent to media outlets with website use now on the agenda. That includes stories and photos of people from their areas that would attract local interest..
2	To enhance the school's website by updating and adding additional information about programs so that students and perspective students, as well as parents and the general public, can learn information about the school.	Increase the number of hits on the school's official website.	From July 1, 2009 to July 1, 2010, the college's website had 910,680 hits, including 162,143 first-time visitors. They averaged 2.73 page views and spent 1:45 time on the website.	The college's website has been revamped for this year, making it more user friendly, and making things easier to find for students, such as the application process. A virtual tour has also been added: http://www.prcc.edu/vtour
3	To enhance the image and student perception of the college through the use of recruitment video that features faculty, students and many activities that go on.	Increase interest in the college through requests for information about academic and career/technical programs, financial aid and housing.	Increased visibility to potential students, as well as enhanced the public image of the college in south Mississippi. The end result: Increased enrollment at all campuses.	Newly-revised website now includes links to recent PRCC commercials, showing professional people who attended PRCC. We have also enhanced the campus virtual tour.
4	To enhance the image and student perception of the college through the use of informative brochures, news letters and magazines.	Update, print and distribute literature to increase interest in the college.	Printed information distributed via local shopping cart, racks in local retail outlets, plus we are now putting brochures and printed materials on our website.	Evaluated effectiveness of distributing printed information and have determined that it is viable that we continue to increase use of the website for these materials about the college.
5	To improve and expand advertising efforts to	Balance advertising efforts on TV, in	Increased interest with potential	Evaluated effectiveness of TV

	enhance the image and student perception of the college.	newspapers and magazines, on radio and in high-traffic areas throughout the district.	students, resulting in an increase in more applications for admission.	advertising through discussions with students and alumni and found that our "I'm a Wildcat" theme is big plus for the school.
6	To enhance the school's distance education enrollment through the publication of timely brochures and news releases about course offerings and registration procedures.	Increase interest in the college's distance education offerings by updating brochures each semester.	Increased enrollment: Fall 2008 enrollment was 764. Fall 2009 enrollment was 1,086.	Evaluated effectiveness of brochures and website info with distance learning coordinator. Determined that it would be more effectiveness to make promoting the distance learning program on the website easier to navigate.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Recruitment and Orientation – Orientation

Supports PRCC Strategic Goal(s): 2,4,7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide activities to ease the transition from high school and work to the academic arena.

RELATIONSHIP OF UNIT TO PRCC MISSION: To coordinate efforts of the College in order to provide orientation activities for PRCC students.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To plan, coordinate, and direct orientation activities for new PRCC students.	1. Review the number of students and parents/guardians attending.	1. Orientation sessions were implemented during July and August 2009	1. See item no. 4 below
2	To encourage all prospective students to attend an orientation session.	2. Prepare and mail orientation literature to prospective students.	2. Orientation letters were prepared and sent to prospective students during late spring and early summer	2. See item no. 4 below
3	To encourage parents/guardians of prospective students to attend summer orientation.	Prepare and mail orientation literature to parents/guardians of prospective students.	3. Information was prepared and sent or made available to non-traditional students.	3. See item no. 4 below
4	To provide students with a fundamental understanding about college life transitions at PRCC through Administrators, department directors, and currently enrolled students.	Review the evaluations provided by the guest speakers upon the completion of their presentation.	4. Evaluations were reviewed and shared with other administrations and staff.	4. After careful review of evaluations of the orientation process, it was decided that a new method of delivery will be implemented for the 2010-2011 school year

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Recruitment and Orientation – Recruitment — Supports PRCC Strategic Goal(s): 2, 4, 7

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7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To provide information to students to enable them to learn about the College and ease the transition from high school or work to the academic arena.

RELATIONSHIP OF UNIT TO PRCC MISSION: To coordinate efforts of the College to increase enrollment and allow students to experience the mission of the College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To increase enrollment by 5%.	Review number of students enrolled.	In comparison to the previous year, Fall 2009 enrollment saw a 15% increase, Spring 2010 enrollment saw an 11% increase, and Summer 2010 saw a 28% increase in enrollment.	Continue to update materials and activities to attract and meet the demands of an ever-increasing and diverse student population.
2	To improve and expand the recruiting efforts so that more students will be enrolled from the district.	Participate in various recruitment activities. Prepare and mail information to prospective students. Provide campus tours.	Data indicates that all counties within the PRCC district are represented within the student population; additionally, all public and private school systems within the district are represented. Private visits were made to all schools, both public and private, within the six-county district. A representative of PRCC attended college and career fairs within the district. Fill the Stadium and Wildcat	Continue to provide in-district students with appealing opportunities to become better acquainted with PRCC. Focus greater efforts on those high schools with lower PRCC attendance numbers.

			Fest were held for high school seniors. High school awards ceremonies were attended and scholarship certificates were presented to students. Sent various mailings and postcards to all seniors within the district. Student e-mail addresses were collected, and PRCC notifications were sent on a regular basis. Campus tours were given to both individuals and groups on a regular basis	
3	To improve recruiting efforts of non-traditional students.	3. Provide information for various activities for non-traditional students. Provide PRCC information upon request. Provide campus tours.	For the Fall 2009 semester, 63% of the student population was female, compared to 37% male. These numbers indicate the percentage of females enrolled to be about 10% higher compared to the general population within the district. For the Fall 2009 semester, 26.8% of students fell between the ages of 22-29, and 16.6% were age 30 and above. Recruitment materials were distributed to numerous locations including shopping centers, businesses, and job placement centers.	Develop additional materials and activities to attract a greater non-traditional student population. Use additional measures to recruit a larger number of male students from throughout the district.
4	To improve and update recruiting literature to attract students.	4. Update, print, and distribute recruitment literature. Collect and review view books and other college/university publications to get new	Recruitment literature and materials from multiple institutions were examined. A new brochure is currently in the process of being	Continue to observe materials produced by other institutions to insure PRCC materials are staying up-to-date with standards. Always evaluate the latest products and materials available for recruiting efforts.

		ideas for next year.	designed. PRCC pennants were designed and distributed to various locations for display. The recruitment board was redesigned, and a retractable banner was ordered to be used at various events.	
5	To meet with high school counselors and other personnel to provide awareness of the quality educational opportunities available at PRCC.	Take PRCC literature/supplies to all district high schools. Plan and organize special activities to give PRCC information to off-campus personnel.	PRCC materials were distributed to all high school counseling/career centers within the six-county district. All counselors/career center managers were met with individually to discuss the opportunities available to their students at PRCC. Career Mentor's Day was held on PRCC's Poplarville Campus in order to provide all high school counselors, career center managers, and special populations coordinators with the opportunity to see first-hand the options available to their students.	Continue to use methods of the previous year. Create new and varied opportunities for counselors to experience the many options available to their students through PRCC.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Retention and Adult Services — Supports PRCC Strategic Goal(s): 5, 6

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7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT:

RELATIONSHIP OF UNIT TO PRCC MISSION:

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	Establish an Adult Student Center to serve the needs of PRCC's growing non-traditional student population.	1. Secure new facility. 2. Secure funding to furnish facility.	1. Located to Crosby Hall 2nd floor. 2. Received SMPDD grant to partially furnish facility. 3. Purchase equipment, furniture, materials, and supplies for center.	1. Advertise and promote facility for student use to begin fall semester. 2. Visit PRCC GED Centers and recruit more non-traditional students.
2	Establish the Adult Student Association.	1. Hold monthly informational meeting. 2. Acquire scholarship for qualified members.	1. Meetings were held monthly for both fall and spring semesters. 2. Five members received alumni endowment scholarships.	1. Continue meeting and move to Adult Student Services Center after elevator is constructed. 2. Increase number of endowment scholarships for Adult Student Association members. 3. Move to more formal organization with elected officers.
3	Promote Student Retention.	1. Develop Early Alert System e-mail system for students with attendance problems. 2. Develop e-mails to notify students on the EAS of important dates. (mid-terms, registration, finals.etc..)	1. EAS System for attendance problems started fall semester. 2. E-mails were sent out on Monday, Wednesday, and Friday to students who appeared on the list for the first time. 3. Followed up with phone calls and e-mail responses to students with more specific questions.	1. Increase instructor participation. 2. Send e-mails to new student n the EAS list on Monday and Thursday. 3. Maintain statistic of students on EAS list and report PRCC officials of student withdraws and completers.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

Position: Director of Student Support Services

Supports PRCC Strategic Goal(s): 1 & 2

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PURPOSE OF UNIT: To help disadvantaged students find success in college by offering the following services: tutoring, financial aid advising, educational, career, and personal advising, and transfer assistance.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide academic support for disadvantaged students in the areas of remedial education and student services.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To assure that 60% of each cohort of entering students, beginning (2005-2006 through 2009-2010), shall be retained (or will have graduated or transferred) to the third semester (or second year). Continuing persistence is projected as follows: to the fifth semester (or third year), 5% to the seventh semester (or fourth year), 2%.	Retention rates of those students who persisted in their education.	66 out of 94 (70%) of new participants for the 2009-2010 academic year (Cohort "09") were retained or returned the Fall 2010 semester.	The results indicated that we exceeded our retention goal, for new participants, by 10%. Our goal was 60% and 70% of the 2009-2010 new participants returned in Fall 2010 semester.
2	Of all SSS participants for each project year beginning the 2005-2006 project year through the 2009-2010 project year, 85% will maintain a cumulative grade point average of 2.0 or above, the college's standard for satisfactory and/or "good academic standing".	Mid-term and final grade reports from instructors at PRCC.	Approximately 142 out of 167 (85%) of our students maintained a 2.0 GPA, or above, for the 2009-1020 academic year.	Our ambitious goal of 85% was achieved!

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

3	Of each year's designated cohort group of new SSS participants beginning 2005-2006 through 2009-2010, 25% will graduate within the completion of their third year with a two-year Associate of Arts (AA) degree, and/or Associate of Science (AAS) degree.	Tracking the number of students who enter the program and graduate, from data maintained by PRCC Information Technology Department and the SSS Student Access software program.	Cohort Group "06" (students who entered the SSS Program in Fall 2006 and/or the Spring/Summer 2007). 42% of this Cohort Group has graduated within the third year, academic year of 2009-2010 (41 out of 97). 31% of this Cohort Group were incoming freshman (30 out of 97).	The results were used to determine progress on our third year graduation goals of 25% for the Cohort Group "06" (includes incoming freshman and sophomores. We exceeded our goal of 25% for the Cohort Group "06" and are making significant progress in achieving or exceeding our goal for Cohorts "07" and "08".
4	Of each designated cohort group of new participants beginning 2005-2006 through 2009-2010, 30% will transfer to a four-year college or university within the completion of their third year.	Needs assessment and survey of SSS students intending to transfer to a four-year college.	This information is unavailable until the Fall semester (October) from the National Student Clearinghouse. We will report on this as soon as the data is available.	We will have these results in mid-October from National Student Clearinghouse.
5	The PRCC SSS project will meet 100% of the administrations requirements including record keeping, reporting and financial accountability.	Documentation of SSS records and an annual self evaluation of records requested by federal regulations, sent to the Department of Education.	The Annual Performance Report (APR) was submitted in November 2009. All other required reports were submitted as required.	The results were used to conclude that all records were maintained accurately and submitted to the U.D. Department of Education.
6	During the 2005-2006 project year and succeeding years of the project cycle through 2009, the SSS program will identify and serve a sufficient number of low-income, first generation, and students with disabilities to achieve the project enrollment of 160 eligible participants per year within the first 90 days of each project year. 66% or two-thirds (2/3) of the participants (107) will be individuals with disabilities and/or low income individuals who are first generation college students; the remaining 1/3 of the participants (53) will be individuals who qualify as low-income, first generation and/or disabled. At least 1/3 of the individuals with disabilities will be low-income. All the participants will have	SSS enrollment figures and number of active students served.	Our goal of 66% was achieved. 127 out of 167 or 76% was both first generation and low income students.	

	demonstrated need for academic assistance as determined by the SSS Program/PRCC in order to be successful in post-secondary education.			
7	One hundred percent (100%) of SSS project participants in consultation with their assigned SSS project counselor/advisor will develop an individualized education plan (college success plan). This will summarize short and long-term goals and SSS services by addressing academic, personal and social concerns which may inhibit the student's success in college. Plans will be completed or revised by the end of their first full semester of participation in the project and reviewed annually.	The Director will sign-off on each plan to ensure each student has a plan. Student records will be entered each semester by staff to ensure a plan is current and in ach "active" student file record.	All students served in SSS completed an individualized education plan (college success plan).	The results were used to conclude that all students received individualized educational planning and to ensure systematic educational advisement on their plan.
8	At least 50% (including the Director) of the SSS project staff/team will serve on at least one PRCC Committee related to academic and/or administrative functions (Disability Advisory, Information Management, Retention, Financial Aid, etc.) and one committee outside the college to foster an institutional climate supportive of the students eligible for the SSS Program	Documentation of staff's participation in PRCC's committees and/or community committees (outside of the college).	50% of the staff (Director and Educational Counselor) serves on PRCC and/or community committees/boards outside of the college.	Our objective was achieved ensuring PRCC SSS provides professional input representing disadvantaged PRCC college students off and on campus.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Director of Workforce Development Center — Supports PRCC Strategic Goal(s): 8

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PURPOSE OF UNIT: To provide workforce training assistance to business, industries, educational and public service entities in the Pearl River Community College six county district

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as the PRCC agency for providing workforce training.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide an Adult Education Program that serves the needs of persons attempting to acquire the basic skills necessary to become employable, advance their educational level and/or receive a GED.	A. Staff development programs provided for the Adult Education staff. B. Basic Skills training for pre-employment testing provided. C. Identification of workforce skills requirements for WDC customers in businesses, industries, education, and public service agencies. D English-as-Second-Language (ESL) programs provided to teach Non-English Speaking Adult Education students to read and speak English. E. Classes to prepare individuals with the academic skills necessary to pass the GED test offered in all six counties served by PRCC.	A. Staff Development programs were provided to Adult Education Staff. B. Curriculum is in place in all ABE classes to improve students basic skills. C. Adult Education and other ATC staff achieved a high level of awareness of workforce basic skills needs. D. Partnership with Hattiesburg Public Schools ABE program is in place to offer ESL classes. E. Classes are offered in all six counties of the PRCC district to provide training for individuals seeking to advance their educational level and / or earn a GED.	A Used to adapt and/or modify staff development programs in order to maintain or improve programs. B. Companies made referrals of employees to ABE who needed assistance for job retention or advancement. C. Basic Skills requirements were met by current ABE program. D. ESL classes were able to continue with a partnership that met all federal and state guidelines for enrollment. E. For 2009-2010, 1218 individuals obtained services from the ABE program with 309 earning GED's. 253 new students enrolled in college at PRCC. 683 students enrolled in PRCC in 09-10 with a GED.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

2	To create short term demand driven training opportunities for individual experiencing career changes or for industries that have high demands for skilled workers.	A. Partner with the WIN Mississippi Job system to stay current with high demand employment. B. Identify industry partners that will assist in creating training and programmatic needs focusing on their training demands. C. PRCC, via a grant from NASA, has created a GIS Program housed at the Center for Higher Learning at Stennis Space Center. The geospatial industry in South Mississippi has been identified as the largest cluster of such industries in the U. S. PRCC will continue to devote resources to support this cluster.	A. The WIRED initiative, which was a WIN partnership, allowed the survey of several manufacturing companies to gage upcoming employment needs. B. Industry partners include Coast Electric, MS Power, Chain Electric, Huey Stockstill, inc. C. PRCC continues with training for Geospatial industries even thought the grant expired.	A. The data was used to adapt training to the actual workplace needs, i.e. the adaptation of the AWS 240 hour welding curriculum. B. Through the industry partnerships, many workforce students have converted to credit bearing, degree seeking students. C. PRCC conducted an array of ARCGIS classes for the GIS cluster at Stennis Space Center.
3	To provide an effective and efficient system for planning and delivering workforce training to businesses, industries, education and public service agencies in the PRCC district.	A. Staff development activities provided. B. Effective delivery of workforce training. C. Expansion and improvement in pool of personnel available for use as trainers. D. Leadership training program for business and industries. E. Spatial Technologies training program. F. Industrial Skills, (i.e., PLC's, controls, pneumatics, hydraulics, electricity, CADD Design, etc)	A. Members of Workforce Education Department attended various leadership training and development activities. B. The Workforce team continues to develop new training programs, as a Culinary program was developed with NEG funds. C. Worked with the Montgomery Institute to develop an entrepreneurship program training program for potential trainers. D. The leadership program Training is customized to the specific needs of each customer organization and its employees, based upon needs assessments conducted by management and trainee personnel prior to start of training. E. See 2C above. F. The industrial training programs has continues, although numbers have decreased with the turn in the economy.	A. The idea is to help develop future leaders as opportunities become available. B. The program, while in its early stages, has already trained several that have entered employment in the culinary trade. C. The first actual workshop utilizing this new pool of trainers will begin in July 2010. D. Demand for this program exceeds capacity as there is a waiting list of companies awaiting participation. E. While employment is flat, the industry continues to seek upgrade training to keep pace with technology changes. F. Kohler Engines continues to train employees. With the assistance of CTE and Workforce staff, all training needs have been met.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2009 – 2010

Position: Institutional Research Specialist — Supports PRCC Strategic Goal(s): 5, 6

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PURPOSE OF UNIT: To support informed decision-making at Pearl River Community College by providing data collection and statistical analyses.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide data that will enhance quality decision-making.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To develop and maintain databases to support on-going assessment of College operations and services.	Databases developed	Information for the Fact Book and Internal Performance Indicators were based upon Six Week Audit files. Fall and spring grade distributions were distributed to appropriate parties.	Feedback received from faculty and staff is utilized to make improvements to the annual Fact Book and Internal Performance Indicators.
2	To advise campus entities regarding assessment, data collection, and statistical analysis.	Evidence that advisement was provided	Institutional Effectiveness newsletters provide information concerning data collection, assessment, and statistical analysis.	Newsletters were distributed to faculty and staff via email to provide latest information to utilize as needed.
3	To develop and publish an annual Fact Book containing key statistical information about the College and the PRCC District.	Fact Book published	The annual 08-09 Fact Book was published and information is being compiled for 2009-2010.Fall 2009 portion of the Fact Book are available online.	Faculty and staff can analyze trends in order to determine areas where improvement might be needed.
4	To continue review and improvement of the planning and evaluation processes of the institution.	Internal Performance Indicators and Action Plans published	Internal Performance Indicators were reviewed during the 2009-2010 school year and suggestions were made for the upcoming year. These documents are available in the Office of Planning and Research.	The Planning and Effectiveness Committee made recommendations to Administrative Council for changes to Internal Performance Indicators.
5	To determine, with campus input, Internal Performance Indicators and Action Plans for the	Coordination and implementation of meetings and discussions	Meetings with the Planning and Effectiveness Committee are held	Suggestions for improvement to Internal Performance Indicators were discussed and

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2009 – 2010

	PRCC Strategic Plan.	regarding planning and evaluation.	regularly to discuss improvement of the planning and evaluation process.	implemented.
6	To assist with campus surveys, analyze findings, and publish results.	Survey results published	The Office of Institutional Research implements surveys as requested by various College entities and publishes select results in Institutional Effectiveness newsletters and online.	Assistance was provided with design, implementation and analysis of survey as requests were made.
7	To assist with coordination of professional development sessions for faculty and staff	Minimum of one professional development session for faculty and staff provided per year	Eight "Faculty Sharing sessions" were provided in Fall Semester. Ten training sessions were offered for faculty and staff.	Evaluations of each activity were conducted and feedback from evaluations will be utilized as plans are made for upcoming activities.
8	To assist with preparation and implementation of calendar for planning and evaluation purposes	Publication of calendar	The calendar was published.	The calendar was reviewed and needed changes duly noted.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Intramural Coordinator

Supports PRCC Strategic Goal(s): 2, 7

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PURPOSE OF UNIT: To help serve the students of our campus with a quality intramural program.

RELATIONSHIP OF UNIT TO PRCC MISSION: To assist in providing quality student services through intramural programs.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide a quality intramural program.	Number of intramural programs and number of participants. Volleyball/Sand Volleyball	Offered once a week for fall/spring semester – over 150 students participated.	We created extramural flag football, softball 5-on-5 basketball Junior College Championship with other Junior Colleges. Will continue to try to involve more colleges.
		Flag Football	Conducted flag football with about 15 teams and over 300 participants	Conducted three (3) Texas Hold-em Tournaments in lieu of some cancelled activities and had 50 participants. Plans are to do more tournaments next year.
		Fun Run/Walk (1mile)	Did not have use of facility so Wellness Center is now conducting this event	
		Disc Golf	Ultimate Frisbee Co-Rec games provided four times a semester – apx. 100 participants each game	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

		3 on 3 Basketball	Provided basketball league.	Plans are to continue scrimmage with PRCC Basketball team red shirts
		SGA Video Gaming @ cafeteria and dorms Gaming Club @ Recreation Center	Offered once a week Fall/Spring Semester with about 20 players	Provided Electronic Gaming Tournaments with over 50 participants throughout year. Incorporated electronic games into renovated Moody Hall, utilizing projection equipment, X-box, Play station 1 and 2. With new television equipment, now Monday night football is available.
		Kickball	Offered in spring – about 150 participants	Now that there is an outdoor lighted facility, plans are to incorporate more sports such as volleyball, tennis, dodge ball, field hockey and soccer.
		Ultimate Frisbee	Offered monthly in fall with about 200 participating	
		8 man contact	Offered in spring semester with about 200 participants	
		5 on 5 Basketball	Won Community College championship dominated MGCC. Offered daily	
		Pool	Offered daily	
		Ping Pong	No longer available	Plans to purchase a new Ping Pong Table.
		Softball	Extramural JUCO Softball Championship 200 participants	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

		Additional Sports for 2010-2011	Field Hockey and World Cup Soccer	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Manager of Student Activities — Supports PRCC Strategic Goal(s): 2, 7

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

PURPOSE OF UNIT: To help serve the students of our campus with a quality activity program.

RELATIONSHIP OF UNIT TO PRCC MISSION: To assist in providing quality student services through special activities.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To develop a comprehensive program of student activities that meets the needs of students.	Student Activity Programs and Participant Numbers A. Back to School Barbeque (Poplarville)	Over 770 students enjoyed music provided by a DJ and enjoyed food catered by Valley Services. Also provided games and activities.	Students were given the opportunity to meet one another and hear about campus life. Incorporate more clubs and organizations into planning the event (i.e. SGA, RA, and Activities Club).
		B. Meet the Wildcats Night (Poplarville)	Over 750 Students, Faculty and Staff attended to meet all PRCC Athletics and Club Organizations.	This activity will continue.
		C. Fall Fest (Poplarville)	This event involved the presentation of the 2009-2010 Homecoming Court at a school wide pep-rally. About 500 participants gathered for the event. Event was moved to cafeteria due to weather.	This activity helped encourage students to get involved during our homecoming festivities as well as introduce some of our student leaders. Plans are to continue this activity.
				This activity helped encourage students to get

		Fall Fest (Hattiesburg)	Over 600 students, faculty, and staff attended and were served CC's Pizza. This Halloween fall fest was more like a carnival which included games, skits, competitions, and costume contests.	involved. Creates better cross-campus communication and opportunity for more Forrest County Center faculty and stuff to get involved. In the future would like Forrest County Center to contribute to budget of events. Expand event to incorporate the Hancock Center.
		D. Homecoming Display Contest	Alumni Foundation was not able to supply materials for contest.	Plan to have materials for upcoming year.
		E. Homecoming Pep-rally & Bonfire	There was one bonfire and two pep-rallies.	Plan to continue with event.
		F. Miss PRCC Wildcat Scholarship Pageant (Poplarville and Hattiesburg)	Twelve students from both the Poplarville and Hattiesburg campus competed for the title of Miss PRCC Wildcat 2009. Interview, on stage questions and modeling took place during the pageant. A scholarship was given to the winner of the pageant.	Event showcased some of the talented, intelligent women on our campus. There were over 300 students, faculty and staff who attended. Plans are to continue this activity.
		G. Talent Show (Poplarville)	12 contestants participated. Awards were given to the top 3 contestants.	This talent show replaced the River Idol activity. Approximately 300 attended – plans are to continue.
		H. Homecoming concert	Approximately 400 students attended. Valley Services provided food for campus residents on location.	Plans are to try to continue this event.
		I. Dorm Challenge	Competitors from all dorms with approximately 200 participants; co-sponsored by Campus Police and Student Activities. There were two challenges.	Approximately 400 people attended. Plans are to continue this activity.

		J. Movie Night (Poplarville)	There were four movie nights held at one of PRCC's outdoor venues. The SGA coordinates the event. It continues to be a huge success. We provided themes around movies such as Wedding Theme Night and provided wedding cake and drinks for refreshments, etc.	This gave students an opportunity to stay on campus and enjoy campus life. It gave those students living in the dorms something to look forward to.
		K. School Wide Pep-rallies (Poplarville) Each sport (3 for football, 2 for soccer, 1 for baseball and tennis)	This activity was combined with Back to School Bash.	Try to encourage attendance so will continue to combine this event.
		L. Party at the Park (Poplarville)	Combined this activity with baseball and softball games against MGCC – more than 500 students attended. Hotdogs and beverages were served.	Worked well in increasing student's attendance at the games.
		M. End of School Crawfish Boil (Poplarville)	1500 lbs. of crawfish were served with beverages. There was a field day which included games, DJ, and a live band.	Plans to include Hancock Center.
		End of School Crawfish Boil (Hattiesburg)	750 lbs of crawfish were served with beverages. Provided additional activities as follows: Three (3) Fall Dances – over 300 students in attendance. Two (2) Spring Dances – over	Plans are to increase the number of these activities due to increased student attendance. Plans are to host a fundraiser Will continue to plan and offer different activities

			300 students attended. Dances were hosted by PRCC Cheerleaders and SGA.	to enhance campus life for students. Need to increase student awareness of campus activities Plan to utilize students enrolled in Recreational Leadership course to create new activities that will interest students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: President

Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide visionary leadership and managerial guidance to insure the accomplishment of the published institutional goals.

RELATIONSHIP OF UNIT TO PRCC MISSION: To direct the fulfillment of the institutional mission.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	Improve enrollment on Poplarville and Hattiesburg campuses.	Enrollment awareness promoted with Board and the College's recruitment and retention committee.	Significant enrollment increases during the fall and spring semesters	Increased funding base from state and local level
2	Accomplish full accreditation for the Hancock Center.	Complete the SACS Substantive Review Process.	SACS accreditation for Hancock Center	Students can be awarded a degree with credits earned thru Hancock Center
3	Increase College's visibility throughout the district.	Work with public relations director to develop public information strategy with limited resources.	Limited discussions with PR Director, Recruitment Director and other personnel. No formal plan developed at this time.	Availability of services and programs provided by the college will be enhanced
4	Increase funding for Workforce Education through grants and external funding.	With the assistance of the Workforce Development Director, develop and submit grant proposals to seek additional funds for targeted programs, i.e. GIS & Remote Sensing.	Several major grants received including a National Science Foundation award to support the Utility Lineman Program	Financial support for sustaining credit and noncredit programs
5	Evaluate classroom utilization on each campus.	Determine the extent to which available classroom space is being full utilized.	No Progress	No Progress
6	Settlement of on-going insurance claim from Hurricane Katrina damages.	Work through the legal process to determine	Settlement Agreement finalized	Rebuilding of facilities destroyed or damaged during Hurricane Katrina

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

		and finalize payment for damages.		
7	Provide for student input into improvement of the College.	Identify students recognized by their peers as leaders to be participants in this process.	No Progress	No Progress
8	Evaluate security program on all campuses and recommend improvements.	Increase the effectiveness of security force through formalizing organization and improved professional development opportunities.	Steps taken to fully certify every officer and to have the department become certified	Increased professionalism within department and improved safety and security of campuses
9	Evaluate current college organizational structure.	Review current organizational structure for efficiency and effectiveness.	No Progress	No Progress
10	Improve alumni support from all supporting counties.	Develop alumni organizations in all six of the supporting counties.	Formal organizations have been established for all counties	Improved alumni support and financial contributions
11	Improve facilities for football program.	Prepare plans and identify funding sources for new dressing rooms, weight room, and coaches' offices.	Plans developed and bids accepted for new facilities	Enhanced recruitment of student athletes and improved performance through use of new athletic training facilities
12	Develop effective use of Brownestone funds (possibly a new Fine Arts Center).	Prepare and develop plan for use of endowed monies.	Architect identified and development of formal plans has begun	Performance venue for college fine arts programming and for general use by the community
13	Strengthen support services for off-campus sites.	Evaluate needs for various support services at off-campus sites.	Additional staff person added for Forrest County Center	Improved admissions, financial aid, business services for students
14	Implement additional programs for the Hancock Center.	Evaluate area needs and develop plan for adding new programs.	Welding Program Added	Increased skills training for employment opportunities in local area
15	Improve the use of technology as a teaching/learning/management tool.	Develop strategic plan for use of technology.	Committee formed and plan developed for identifying and purchasing technology equipment	Enhanced teaching and learning opportunities

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Special Populations Coordinator — Supports PRCC Strategic Goal(s): 1, 2, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To enable special population's students to experience success in their chosen vocational/technical education program.

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as a support component to the vocational/technical programs at PRCC.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To ensure that special populations are provided equal access to recruitment and enrollment in vocational/technical programs.	Visits to PRCCs district high schools and GED programs will provide admission and program information for special populations' students. Parents and prospective special populations' students who visit PRCC's campus will be provided information about programs and services.	District high schools and GED programs were provided admission and program information for special populations' students. Information was made available upon request to all parents, prospective special populations students. Information concerning services provided for special populations students was made available in all general venues of the college for maximum accessibility. Special populations personnel served as members on PRCC advisement committees, district craft committees and transition councils upon request for their students interested in attending PRCC.	Student success in program offerings was evaluated, feedback from students, teachers, counselors, instructors regarding recruitment brochures, visits and on-going campus activities was sought to maintain equal access for special populations students. Information provided enabled special populations students to enroll at PRCC as well as access to appropriate services. Secondary educators were provided information that allowed them to help their students make informed decisions. Special Populations personnel will continue to serve on institutional committees, craft committees and district transition councils as requested to ensure successful enrollment, learning and inclusion. Interest in PRCC was evidenced by large increase in numbers of students enrolled at PRCC.

			FCC: Annual Health Program Tour Day was held for PRCC district allied health program students and instructors Regular visits to Camp Shelby, MS to place PRCC information in strategic locations and met with interested military personnel. Contact and association with newly established Camp Shelby Joint Forces Training Center (CSJFTC) Education Center	FCC: Allied Health Tour Day was successful. One new in-district school and three out-of-district schools were included, as well as the PRCC GED Drop-Out prevention program students. Interest in PRCC was evidenced by large increased numbers of military personnel and family members enrolled at PRCC.
2	To identify currently enrolled special populations students	ACT results; TABE results; Special Populations Survey/Initial Needs forms; Student Intake forms; Pell Grant lists; Instructor referral.	Special populations students were identified through ACT and/or TABE test scores, survey forms, student intake forms, Pell Grant lists and instructor referral	The data compiled from the survey forms, needs assessments and test results will be used to identify and categorize current and/or potential career/technical students as special populations. These students will be contacted and informed of available institutional support services.
3	To provide special populations' students equal access to retention, completion, placement activities, and support services.	Confer with students and parents as needed (individually or group) regarding types and availability of services. Serve as a resource to instructors for ways in which to enhance students'	FCC: Met with students, parents, instructors and appropriate service providers to explain the purpose and available services offered through special populations' personnel as to	Special populations' students will continue to be provided with available support services, individualized instruction and employment opportunities.

		success.	ensure that students received needed services. Encouraged participation in bi-annual job fairs and employability skills workshops. Served as a liaison between healthcare providers, recruiters and local employers.	Efforts to increase retention, completion, and placement of special populations students will be continued.
4	To serve as a liaison between academic and vocational/technical instructors, counselors, administrators and various agency personnel for the purpose of ensuring special populations' success in vocational/technical programs.	Provide necessary information concerning special populations' students to appropriate personnel. Provide faculty development and information that reflects educational classroom accommodations related to the needs of identified students.	Met with academic and career-technical instructors to ensure appropriate services and classroom accommodations were provided when necessary for special populations' students. Enlisted the services of community agencies as needed. Advocacy was also provided those students. Additional scholarships have been made available to students enrolling at PRCC. Special populations personnel attended ADA/504 compliance workshops in an effort to provide appropriate classroom accommodations. Attended state and regional Veterans Affairs Conferences in an effort to ensure and provide VA education benefits for military personnel.	Classroom accommodations are maintained for those students with disabilities. Feedback from instructors of special populations' students will be used to determine if follow-up of tutorial assistance is necessary. Special populations' students, parents and educators will continue to be provided appropriate information relative to provision of support services. Contacts and referrals with community agencies will continue. Special populations' personnel plan to attend and participate in future workshops.
5	To provide guidance, counseling, and career development services to special populations students.	*CHOICES* and *ABILITY PROFILER* computer software, as well as numerous exploration opportunities via internet access are maintained in the related studies lab. Additional occupational and educational information is placed in special populations' personnel offices, the counseling center and related studies lab.	The special populations' personnel maintained this support in their offices, as well as the related studies lab.	Students, parents and instructors are able to access this information through the offices of special populations' personnel. Brochures and information packets regarding services will be assembled and distributed to currently enrolled students, parents and instructors as needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Tech Prep Coordinator — Supports PRCC Strategic Goal(s): 1, 6

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide technical assistance to the College and the six-county district secondary schools in technology preparatory education.

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as a support component to the academic, vocational, and technical programs at the College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To establish and maintain an organizational structure for planning and implementation of a six-county Technology Preparatory Education Program.	Tech Prep Coordinator will conduct evaluations of meetings with consortium administration, directors, counselors, Careen Center Managers and teachers to determine district needs related to Tech Prep. Tech Prep Coordinator will maintain regular communication with schools through visits, telephone and email communication.	Meeting evaluations from the 2009 CTE Summer Conference ((participants included secondary and post-secondary instructors, administrators, counselors, business & industry) indicated an interest in workshops and training forums for the following: • CPAS Training • Career Pathways Training • IC3 Training • Classroom Technology Training • Dual Enrollment • Articulation Credit • Legislative Issues As a result of the evaluations, secondary (and post-secondary) professional development and training activities were offered to every	CPAS Training was conducted at Jefferson Davis Vo-Tech Career Pathways Training was requested and conducted at Forrest County Agriculture High School, Hancock Vo-Tech Center and Jefferson Davis Vo-Tech. A Regional IC3 Training was hosted by Tech Prep and Workforce Education at Lamar County Center for Technical Education. Classroom Technology and Dual Enrollment Sessions were offered to secondary and post-secondary instructors at the 2009 PRCC Summer Career Technical Conference. Articulation Meetings were held throughout the year with secondary and post-secondary administration, secondary and post-secondary instructors and vocational counselors. A Joint Regional Administrators' Meeting with

			Vocational/Career Tech Center in PRCC Consortium that comprises the school districts in six counties. Counselor and Special Population surveys and meeting evaluations indicated an interest in information and training in the following areas: • Careers • PRCC CTE Brochures • PRCC CTE Tours • CHOICES Training As a result of the evaluations, professional development and training activities were offered to every Vocational/Career Tech Center in PRCC Consortium that comprised the school districts in six counties.	MGCCC and JCJC was held to brief Secondary Administrators on the new Career Readiness State Legislation. Career Materials were distributed to 18 High Schools and 10 Vocational Centers. CTE brochures were distributed to schools by Recruitment and Tech Prep. Many specialized and general CTE student tours were conducted throughout the school year. Tours were made available to all school districts within the PRCC consortium. CHOICES' Training was conducted in Spring and Summer 2010.
2	To educate the community, parents, teachers, counselors, and youth concerning Tech Prep Education by implementation of an awareness, promotion, research and development system.	Due to the changes in Carl Perkins IV, Tech Prep focus and goals will transition to reflect those changes. A variety of marketing activities will be used to promote tech prep program: • Minimum of two (2) newspaper articles • Tech Prep brochures and updates will be developed • Annual Report will be published	Administrators, teachers and counselors indicated by interest their need for information regarding the following: • PRCC CTE Programs • PRCC Scholarships • Articulation Credit • Dual Enrollment	Marketing materials continue to be updated and developed regarding CTE programs, scholarship and articulation credit information and dual enrollment. These materials are distributed to school administrators, teachers, parents and students through recruitment activities, meetings and school visits. Tech Prep was promoted through administrator's meeting, Counselor and Teacher Trainings, newspaper article, brochures, Movin' on Magazine and personal contact.
3	To plan and develop a Tech Prep strategy to encourage articulated courses of study from secondary to	Curriculums meeting State academic standards in mathematics, science,	Teachers indicated a need for academic/career technical integration training and articulation of courses in	CPAS training was made available to all school districts.

	post-secondary level.	communication. Programs link secondary schools and community college through non-duplicative sequences of courses in career fields.	order to help students achieve success.	Math-in-CTE pilot project is in the second year of implementation. Through a controlled study, volunteer CTE teachers were paired with math teachers to develop lesson plans that would enhance embedded math in CTE curriculum. The purpose of this innovative integration is to improve student math scores on standardized tests. Results will be available at the end of FY2010. Articulation meetings were conducted for Local Articulation agreements for all school districts have been updated and are in place. Statewide Articulation agreements are in place.
4	To provide in-service and joint training for administrators, teachers and counselors to effectively implement Tech Prep Education Program curricula, stay current with business and industry needs, recruit, advise, and support students so they are ensured program completion and appropriate employment	Evaluations will be administered at following in-service training provided for administrators, teachers and counselors in the Tech Prep consortium: • A minimum of two administrator's meetings will be conducted • Summer training will provide a variety of technology and applied/contextual training • A minimum of two meetings for counselors, career center managers and special pops will be conducted to provide career and employment information to students	Administrators, Counselors and Special Pops indicated a need for the following: • Testing Preparation and Career Materials for Students • CHOICES/Career Planning Training • CPAS Training • PRCC Workforce Programs Information • American School Counselor Association (ASCA) Training • Mentor Training	Test preparatory and career related materials were purchased and distributed to high schools. CHOICES, training, a career planning tool, was conducted in January 09. CPAS training, IC3 training, Integration of Careers in CTE training and Workforce Education Program information were made available to all vocational centers and implemented upon request. A Joint Regional ASCA training with MGCCC and JCJC was conducted at Woodall Center in February 2010. Training was provided for Counselors by a national trainer. A Joint Regional Mentor Training with MGCCC and JCJC was hosted at the Woodall Center using a National Trainer in February 2010. 2009 CTE Summer Conference was available to administrators, special pops, career center managers and teachers in all six counties. A Counselor's/Special Pops/Career Center Managers Information Meeting was held in January 2010 to include a PRCC CTE Tour.

5	To develop and deliver a service and support system which assures equal access and individual needs planning to special populations through training, resource services, outreach, and assessment services.	The consortium provides equal access to the full range of technical preparation programs to individuals who are members of special populations. The consortium provides for preparatory services that assist participants in Tech Prep programs. • Special pops will be included in a minimum of two professional development sessions	Special populations coordinators indicated an interest in the following areas: • CHOICES training • Occupational Diploma Careers offered at PRCC • Remedial (academic) materials/resources	CHOICES Training was provided in January 2009. Information was distributed regarding Occupational Diplomas. Remedial materials and resources were purchased and distributed to those that requested them.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Vice President for Instruction — Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6

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

STRATEGIC GOALS:

1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.
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5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make College services available via the Internet.
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To administer the Instructional Programs of the College and to oversee College Libraries, the Office of Planning and Research, and the Office of Information Technology.

RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of the Vice President for Instruction directly supports the College's Mission of providing education and service opportunities.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To administer the programs offered by the instructional departments of the College, including certificate and degree programs, adult basic education, extended education, and workforce education.	Assessment criteria as described in each department's assessment chart.	The mathematics faculty were dissatisfied with the success of students in Fundamental of Mathematics, Beginning Algebra, and Intermediate Algebra.	Extensive instructional redesign of Fundamentals of Mathematics, Beginning Algebra, and Intermediate Algebra has been partially implemented on the Poplarville Campus. This will continue with expansion to the Forrest County and Hancock Centers.
2	To oversee College Libraries and the Offices of Planning and Research and Information Technology.	Student and staff survey forms and direct observation by department directors of staff performances and use of the departmental facilities.	The Hancock Center Library was realized to be too small. Printing costs were recognized as being excessive. Better access was needed to information about College services.	The Library at the Hancock Center has been relocated to a larger room. A limit has been placed on the number of free copies a student may make. A new portal has been added to the College's website.
3	To oversee the evaluation of student applications for graduation and to authorize the granting by the College of Associate in Arts Degrees, Associate in Applied Science Degrees, and Certificates.	Student applications for graduation and requirements for graduation as published in the College Catalog.	Some problems were observed in the process of evaluating applications for AAS degrees and Certificates of Proficiency.	Procedures have been adjusted to assure more accurate review of student records and better communication with faculty and the College Records Office.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

4	To publish, with assistance of the Catalog Committee, a revised edition of the College Catalog every other year.	Comments and suggestions from students, faculty, administration, and staff concerning the Catalog and documented changes in College Policy and Procedures.	Suggestions for improving the College Catalog were received.	The 2010-2012 College Catalog has been received from the publisher with changes as indicated. The Online Catalog will be kept as current as possible.

Section II

Student Services Assessment Charts

Section II

Student Services Report

Student Services Charts

- Admissions and Records
- Campus Police
- Financial Aid
- Health Services
- Housing
- Orientation
- Recruitment
- Student Conduct

Note: In future assessment documents, the word "position" will be changed to "service" in the Student Services assessment charts.

STUDENT SERVICES REPORT – FALL 2009

Dr. Adam J. Breerwood, Dean of Student Services

The Office of Student Services is committed to meeting the various needs of Pearl River Community College (PRCC) students on a daily basis, and strives to meet well defined goals and objectives in this regard. The Office of Student Services also works to develop and maintain meaningful relationships with the faculty, staff and students and to use innovative approaches in order to perform the functions of this office and meet the needs of the PRCC family.

The Office of Student Services includes, but is not limited to, the following: admissions (including registration and student records), financial aid (federal, state, institutional, and private programs), campus police, student housing, health services, recruitment and orientation, student support services, student conduct (rules and regulations related to student behavior) and athletics.

In accordance with its mission statement and purpose, the Office of Student Services embraces the concept of student development (the intellectual, cultural, social, moral, and physical development of its students) and employs it as a guiding principle in its delivery of services and programs to students. In doing so, it recognizes the need to understand and know the extent and levels of effectiveness and efficiency.

The Office of Student Services seeks to continually improve its services. The Office of Retention and Adult Learning Services was established during the summer 2009 to enhance the learning experiences of adult students. The Early Alert System which focuses on students with class attendance problems continues to be a valuable tool in retaining our current students and ensuring their success. Connect Ed, the emergency mass notification system, which was implemented last year, also continues to provide a valuable service for communicating severe weather threats, class cancellations, and other important messages. A variety of student activities and intramural activities are also offered to enhance student life.

As enrollment continues to grow, we will face many challenges. We will continue to strive to improve and expand student services at all campuses in order to recruit and retain a diverse student population, and will continue to provide a strong student activity and intramural program in order to enhance the quality of student life at PRCC.

The Office of Student Services plays a vital role on our campus in providing quality educational opportunities for all PRCC students. As enrollment continues to increase, the demands on the Office of Student Services will certainly increase. We will not lose sight that students are our top priority and their education is our primary concern.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

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

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

STRATEGIC GOALS:

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4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make College services available via the Internet.
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To assist in the fulfillment of the mission of the College as it is related to admission and record keeping of students

RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Admissions and Records serves as the primary access point between the College and the student related to the admission of students to Pearl River Community College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To assist applicants in the process of formal admission to the college.	Applicant to Enrollment Ratio.	Calculation	Ordering of materials, staffing
2	To initiate and complete the scheduling of classes in a timely and efficient manner, including distance learning classes.	Student surveys information, On, anecdotal line surveys.	Evaluation	Implementation
3	To provide continual and immediate access to permanent academic records for students.	Feedback from Students, Universities, and Employers seeking Official Records of Formal Education.		
4	To complete accurate and timely enrollment audits as required by state and federal authorities.	Annual enrollment audit performed by the State Board of Junior and Community Colleges.	Audit improvement	Implementation of work flow concepts

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2009 – 2010

Position: Campus Police — Supports PRCC Strategic Goal(s): 2, 4

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

STRATEGIC GOALS:

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

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

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

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide a well-qualified law enforcement staff and policies to enhance the safety, proper supervision of students, and protection of life and property at PRCC.	In-service training for security, as well as Law Enforcement Training for non-qualified officers. * Evaluate and continue to refine police job description.	1. Requiring 16 hours of law enforcement related training per month by every officer. 2. Having every non-certified eligible officer state certified.	1. Every officer has completed courses through the emergency management institute, in-service training by guest instructors, and attended training seminars. 2. 1 of 2 eligible officers attended the state police academy and graduated with 92.7%.
2	To provide for safe campus environment and crisis management system.	To publish a safety plan and crisis procedure manual to be current and disbursed on campus. Also, regular review of all above procedures related to campus safety and crisis management.	The attendance to federal and state mandated training ensures that we have the newest safety procedures available which are put into the revised CCG and GTRL. Constant contact with state agencies such as DHS affords the opportunity to constantly adapt to new procedures and policies.	The Cat Country Guide and the Guide to River Livin was updated with the newest procedures for safety planning and procedures. This document was and is made available to all faculty, students, and visitors.
3	To maintain a current crime report / security report.	Report statistical data on campus crime as required by law.	The use of a new updated record and statistic database makes the compiling of statistics for the Clery Act as prescribed by law more precise.	Crime statistics were compiled and reported to the federal government via the secure web link as prescribed by the Jeane Clery Act. These stats are also published in the Cat Country Guide and made available on the PRCC website.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2009 – 2010

4	To make improvements in campus police when deemed necessary.	Review daily log, discipline problem reports, incident reports, and all other forms related to law enforcement work.	Enter into joint partnerships with surrounding agencies and state organizations that will provide training opportunities hosted by PRCC. A weekly report to be generated and forwarded to administration for review. Research new technology and training opportunities.	PRCC has hosted training for surrounding emergency agencies and participated in training. Provided Campus CERT certification training on the main campus in which 17 people were certified as state CERT members. Currently send a weekly report to Assoc. Dean for review which enables him to measure the department's progress as a whole.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Supports PRCC Strategic Goal(s): 2, 4, 5

Service: Financial Aid

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

STRATEGIC GOALS:

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

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

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide financial assistance to enable the achievement of personal, educational, and occupational goals of students.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To award financial aid to the student population at PRCC based on federally, state, and institutionally determined eligibility and program fund availability to assist them in meeting the costs of their education.	Determine student eligibility for the type of aid requested and award aid based on the availability of the funds.	No Findings to date.	No change needed.
2	To maintain a critical review of all institutional, state, and federal guidelines with regard to preserving compliance with the financial aid programs in these respective areas.	Keep abreast of federal, state and institutional updates on policy and procedural changes related to programs through mail, electronic, and e-mail postings.	No Findings to date.	No change needed.
3	To revise the job descriptions of employees in the Office of Financial Aid.	Review current responsibilities of each employee based on daily duties and update job description accordingly.	Due to an employee transfer and the increase in student enrollment along with the addition of two new federal programs called for a reorganization of job	This process is still under review and is still be revised.

			descriptions.	
4	To utilize the U.S. Department of Education's Central Processing System's Return of Title IV functionality to implement the processing of all required R2T4 calculations beginning for the 2008-2009 award year.	Develop a comprehensive point of contact/communication plan between the Office of Financial Aid, Business Services, and the Admissions Office with regard to Withdrawal Notifications for the purpose of determining Return of Title IV calculations.	The Office of Financial Aid developed its own query with regard to processing R2T4 withdrawal calculations which allows us the opportunity to pull our own weekly reports. Information regarding student accounts required for calculations is still secured from Business Services.	One workshop held as part of faculty orientation session for Spring 2010. No further actions taken at this time.
5	To reformulate an up-to-date written policies and procedures manual to comply with U.S. Department of Education requirements for the administration of federal assistance programs. It is also suggested that the manual be created as a Web-based resource, allowing for easier, more regular updates to the manual.	Recommended following consultation with USA Fund University Consultant with regard to possible Federal compliance implications. In addition, a comprehensive policies and procedures manual will serve as an effective training tool for future staff members in the Office of Financial Aid.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

Position: Health Services — Supports PRCC Strategic Goal(s): 2

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

STRATEGIC GOALS:

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

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

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide health services which are adequate in meeting the health care needs of students, faculty, and staff at PRCC.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide efficient medical care for illness and injury of PRCC students, faculty, and staff; to provide emergency medical care for serious illness or injury until additional medical help arrives; to provide literature to inform campus about health concerns, and adequate health care.	Number of clinic visits (daily record).	PRCC Health Clinic provided services to 2826, faculty, and staff with referrals to outside healthcare providers as appropriate. Drug screens were performed for the athletic departments, nursing programs, staff, and vocational programs.	Review of illnesses and patient complaints will allow nurse to plan specific educational programs, provide information, and attend specific continuing nursing education offerings that relate to the types of cases seen in the health clinic.
		College nurse's involvement in health related events (health fairs, etc).	The health clinic provided free confidential STD testing to students, participated in health fairs, and administered H1N1 vaccine and seasonal flu vaccine to students, faculty, and staff. Health services also put out Wildcat Flu Watch posters on all campuses.	9 students treated for STD's, approximately 150 students, faculty, and staff received H1N1 vaccine. Health Fairs attended by general student body.
		Maintain office hours to provide availability of health care.	Office hours maintained M-F, 8am-3pm during the regular	Health services will continue with present office hours.

			school year. Nurse also provided care before and after regular hours on an as-needed basis.	
		Provide information and hand-outs on all health matters to campus population.	Numerous hand-outs on diseases, medications, and public awareness subjects were made available to any interested person. Nurse also obtained specific information by special request from students, faculty, and staff.	Literature/information requests allows nurse to provide the most up-dated and pertinent information for use by students, faculty, and staff. It also assists nurse in choosing the most useful and needed continuing nursing education and patient teaching topics.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2009-2010

Supports PRCC Strategic Goal(s): 2

Service: Housing

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

STRATEGIC GOALS:

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

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

RELATIONSHIP OF UNIT TO PRCC MISSION: To develop and maintain a residence hall environment which enhances and compliments the educational mission of the institution.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide adequate resident halls and a learning environment conducive in meeting the educational needs of students.	Ratio of housing assignment to housing requests. * Maintenance plan and physical needs for dorms. * In-Service training related to supervision. * Daily check with Head Residents by Dean of Student Affairs. * Input from Head Residents on weekly basis. * Resident Hall meetings with students to review concerns and allow their input.	* Due to problems with our assignment system, we were unable to assess this accurately. We housed approximately 760 students in the fall and 600 in the Spring * A new system was implemented cutting our wait time by 70% * Training was held monthly throughout the year * Coordinator of Student Life met with Head Residents daily * There was a weekly HR meeting every Monday. * A boys and girls meeting for resident halls was conducted during the second week of the semester	* We have implemented a new assignment system to help improve and better assess the ratio of assignments to requests. * An online maintenance reporting form has been created and the monitoring system will continue * In-service training included CPR, First Aid, Fire Safety, and Suicide Prevention. Training will continue. * Interdepartmental communication will continue. * The weekly meetings will continue and will be run by the Coordinator of Student Life * Individual dorm orientation sessions prior to the beginning of the semester will replace our dorm meetings to help improve communication to our students. Will continue to create innovative means of communication with students.
2	To develop a long range master plan related to housing needs.	Use of enrollment data and college master plan to determine housing needs. Also, check on each dorm at	* A thorough inspection of the dorms was conducted in 12/08 and 5/09 and needs	* We will strive to create short and long term renovation plans that help keep the dorms in top working order.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Supports PRCC Strategic Goal(s): 2,4,7

Service: Orientation

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide activities to ease the transition from high school and work to the academic arena.

RELATIONSHIP OF UNIT TO PRCC MISSION: To coordinate efforts of the College in order to provide orientation activities for PRCC students.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To plan, coordinate, and direct orientation activities for new PRCC students.	1. Review the number of students and parents/guardians attending.	1. Orientation sessions were implemented during July and August 2009	1. See item no. 4 below
2	To encourage all prospective students to attend an orientation session.	2. Prepare and mail orientation literature to prospective students.	2. Orientation letters were prepared and sent to prospective students during late spring and early summer	2. See item no. 4 below
3	To encourage parents/guardians of prospective students to attend summer orientation.	Prepare and mail orientation literature to parents/guardians of prospective students.	3. Information was prepared and sent or made available to non-traditional students.	3. See item no. 4 below
4	To provide students with a fundamental understanding about college life transitions at PRCC through Administrators, department directors, and currently enrolled students.	Review the evaluations provided by the guest speakers upon the completion of their presentation.	4. Evaluations were reviewed and shared with other administrations and staff.	4. After careful review of evaluations of the orientation process, it was decided that a new method of delivery will be implemented for the 2010-2011 school year

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Supports PRCC Strategic Goal(s): 2, 4, 7

Service: Recruitment

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide information to students to enable them to learn about the College and ease the transition from high school or work to the academic arena.

RELATIONSHIP OF UNIT TO PRCC MISSION: To coordinate efforts of the College to increase enrollment and allow students to experience the mission of the College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To increase enrollment by 5%.	Review number of students enrolled.	In comparison to the previous year, Fall 2009 enrollment saw a 15% increase, Spring 2010 enrollment saw an 11% increase, and Summer 2010 saw a 28% increase in enrollment.	Continue to update materials and activities to attract and meet the demands of an ever-increasing and diverse student population.
2	To improve and expand the recruiting efforts so that more students will be enrolled from the district.	Participate in various recruitment activities. Prepare and mail information to prospective students. Provide campus tours.	Data indicates that all counties within the PRCC district are represented within the student population; additionally, all public and private school systems within the district are represented. Private visits were made to all schools, both public and private, within the six-county district. A representative of PRCC attended college and career fairs within the district. Fill the Stadium and Wildcat	Continue to provide in-district students with appealing opportunities to become better acquainted with PRCC. Focus greater efforts on those high schools with lower PRCC attendance numbers.

			Fest were held for high school seniors. High school awards ceremonies were attended and scholarship certificates were presented to students. Sent various mailings and postcards to all seniors within the district. Student e-mail addresses were collected, and PRCC notifications were sent on a regular basis. Campus tours were given to both individuals and groups on a regular basis	
3	To improve recruiting efforts of non-traditional students.	3. Provide information for various activities for non-traditional students. Provide PRCC information upon request. Provide campus tours.	For the Fall 2009 semester, 63% of the student population was female, compared to 37% male. These numbers indicate the percentage of females enrolled to be about 10% higher compared to the general population within the district. For the Fall 2009 semester, 26.8% of students fell between the ages of 22-29, and 16.6% were age 30 and above. Recruitment materials were distributed to numerous locations including shopping centers, businesses, and job placement centers.	Develop additional materials and activities to attract a greater non-traditional student population. Use additional measures to recruit a larger number of male students from throughout the district.
4	To improve and update recruiting literature to attract students.	4. Update, print, and distribute recruitment literature. Collect and review view books and other college/university publications to get new	Recruitment literature and materials from multiple institutions were examined. A new brochure is currently in the process of being	Continue to observe materials produced by other institutions to insure PRCC materials are staying up-to-date with standards. Always evaluate the latest products and materials available for recruiting efforts.

		ideas for next year.	designed. PRCC pennants were designed and distributed to various locations for display. The recruitment board was redesigned, and a retractable banner was ordered to be used at various events.	
5	To meet with high school counselors and other personnel to provide awareness of the quality educational opportunities available at PRCC.	Take PRCC literature/supplies to all district high schools. Plan and organize special activities to give PRCC information to off-campus personnel.	PRCC materials were distributed to all high school counseling/career centers within the six-county district. All counselors/career center managers were met with individually to discuss the opportunities available to their students at PRCC. Career Mentor's Day was held on PRCC's Poplarville Campus in order to provide all high school counselors, career center managers, and special populations coordinators with the opportunity to see first-hand the options available to their students.	Continue to use methods of the previous year. Create new and varied opportunities for counselors to experience the many options available to their students through PRCC.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2009-2010

Service: Student Conduct — Supports PRCC Strategic Goal(s): 2

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

STRATEGIC GOALS:

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

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

RELATIONSHIP OF UNIT TO PRCC MISSION: To maintain proper student conduct and behavior to enhance the educational mission of PRCC.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To develop and enforce those rules and regulations that will provide for proper student conduct on campus.	The published rules and regulations in the Student Handbook related to the student conduct of all students at PRCC. * In-service training for campus security, Head Residents and others related in supervision of students and enforcement of rules related to student conduct. * Residence hall meeting and disbursement of handbooks to make students aware of college rules and regulations at PRCC.	1. Reviewed and updated students handbooks for FY10.	1. Made Student handbooks available via new online orientation.
2	To provide supervision to maintain proper behavior on campus.	2.The use of campus security, faculty, and other personnel to supervise activities and events on campus as needed.	2. Evaluated dormitory orientation and check-in procedures for residence life.	2. Sent two current police officers to MS Police Academy for training to continue to provide safe and secure environment for campus and community.
3	To develop and maintain a comprehensive safety and security plan to enhance proper behavior on campus.	3. The number of violations related to the code of student conduct.	3. Review campus wide parking plans to better serve students.	3. Updated campus police office software to better organize student records.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2009-2010

		end of semester and year to determine needs of dorms.	were prioritized with input from the Director of the Physical Plant	
3	To employ housing supervision that are efficient and student orientated.	Maintain current job descriptions, formal and informal evaluations of Head Residents.	* Job descriptions are current and evaluations were conducted. Restructured delegation of responsibilities of staff.	* Job descriptions will be modified to include the Early Alert System.
4	To maintain a safe and secure housing environment.	Daily safety and security checks to all college housing facilities.	* Head Residents were required to conduct safety and security checks at least two times per week. Security Camera's were installed into girl's dorms. Updated Guide to River Living (Student Resident Handbook) Updated website, created online CPR/Fire Prevention/Suicide Prevention Orientation.	* This practice will continue as well as the inclusion of at least monthly unannounced safety and security checks. Will install security cameras into boy's dorms in the Fall 2010.

Section III

Instructional Programs Assessment Charts

INSTRUCTIONAL PROGRAMS REPORT
Dr. John Grant, Vice President for Instruction – Fall 2009

Enrollment continues to increase in all instructional programs, which include degree, certificate, workforce, and adult education, and necessitates hiring more instructors to accommodate the increased student load. Instructional highlights include, but are not limited to, continued expansion of the Quality Enhancement Plan at both the Poplarville Campus and the Forrest County Center in Hattiesburg to include more sections of algebra, expanded teaching of workforce welding and cutting classes throughout the district, more flexible class schedules, and increased course offerings at both the Forrest County Center and the Hancock Center in Waveland.

The completion of the new Center for Career Education, which houses several career and technical programs, on the Poplarville Campus, and the Stockstill Construction and Training Center provided significant additions to facilities and equipment available for student and instructor use. The Department of Information Technology and the Office of Extended Education and Instructional Design assisted with major advancements in the availability of instructional technology in classrooms and laboratories. Expansion and renovation of library facilities at the Hancock Center provide an enhanced learning facility for students.

The Strengthening Institutions Program will provide resources needed by staff in the Student Success Center to improve advisement and support to students. A first-year Success Course designed to provide supplemental instruction, establish web-accessible advising tools, and to track student progress and outcomes is also being developed.

Restoration of teaching facilities for the Department of Fine Arts and Communication continues. Additional renovation of Moody Hall and a new Band Hall in one wing of a building formerly occupied by Career-Technical Education are in various stages of completion. It is expected that work will begin soon on the Ethel Holden Brownstone Center for the Performing Arts which will enable that department to offer a much greater diversity of programs for students and the community.

Section III

Instructional Programs Report

Instructional Departments and Programs Charts

- Accounting Technology
- Automation and Controls Technology
- Automotive Mechanics Technology
- Barbering
- Brick, Block, and Stonemasonry
- Business Marketing/Management Technology
- Computer Network Support Technology
- Construction Management Technology
- Cosmetology
- Dental Assisting
- Dental Hygiene Technology
- Drafting and Design Technology
- Early Childhood Education Technology
- Electrical Technology
- Electronics Technology
- Fine Arts and Communication (Academic Transfer)
    - Music
    - Speech and Theater
    - Visual Arts
- General Education/University Parallel (Academic Transfer)
- Health, Physical Education, and Recreation (Academic Transfer)
- Heating, Air Conditioning, and Refrigeration Technology
- Humanities and Social Sciences (Academic Transfer)
    - Criminal Justice
    - English
    - History, Political Science, Psychology, Sociology
    - Literature
    - Spanish
- Machine Shop Technology
- Management Information Systems Technology

- Medical Laboratory Technology
- Medical Billing and Coding
- Medical Radiologic Technology
- Nursing Assistant
- Nursing Education
    - Associate Degree Nursing - Level I
    - Associate Degree Nursing - Level II
    - Practical Nursing
- Occupational Therapy Assistant
- Office Systems Technology
- Physical Therapist Assistant
- Practical Nursing
- Quality Enhancement Plan
- Related Studies
- Respiratory Care Practitioner Technology
- Science, Mathematics, and Business (Academic Transfer)
    - Biology
    - Business
    - Chemistry
    - Computer Science
    - Mathematics, Physics, Engineering
- Surgical Technology
- Utility Lineman Technology
- Web Development Technology
- Welding

Note: In future assessment documents, the word "position" will be changed to "program" in the career and technical assessment charts.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Program: Accounting Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Accounting Technology to students within the PRCC district.

OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1 To teach and train Accounting Technology students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will gain knowledge for entry-level accounting positions in accounts payable, accounts receivable, payroll, and inventory.	<u>Measures and Standards</u> Program Review Instrument Enrollment—standard met Retention—93% Completion—100% Graduation—100% Placement—100% Occupational skills—100% Academic Gain—100%	The following standards were met: 1. 100% of Level I and Level II indicators were met. Average enrollment per FTE-4 100% of students completed and passed a level of instruction. 100% of eligible students completed the program. 79% of graduates were placed in a job related to training or are continuing their education. 100% of students demonstrated academic gain.	1. A new textbook has been adopted to stay abreast of current income tax laws. Instructors continue to communicate with Advisory Committee members and to network with prospective employers for student placement. 2. Each instructor met with her supervisor to discuss her weaknesses and strengths.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

				2. 93% of completers passed MS-CPAS exit exam. 3. Students were given the opportunity to evaluate their instructors.	3. Instructors continue to use the results of student evaluations to improve class instruction.
2	To provide students basic business classes and more specialized training in the skill of office systems technology.	The student will acquire knowledge in basic office work and specialized training in the two year program.	MS-CPAS—100% Administration. Evaluation of Instructors Student Evaluation of Instructors.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009-2010

Program: Automation and Controls Technology — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Automation and Controls Technology to students within the PRCC district.

OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1 To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate both practical and written knowledge as outlined in the State Department of Education framework curriculum such as comprehension of basic laws governing control devices, and fluids, necessary for employment in their field.	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	The following core requirements were met: 1 Program has an enrollment of 59 Majors with 2 instructors. Student/teacher ratio is 29.5/1 2 For core requirement 1, the number of graduates was 13 with 12 taking the Skill Proficiency Exams. 92% passed 3 Under core requirement 2, 13 of 13 students were eligible for graduation and 100% received a diploma. 4 For core requirement 3, the program had 13 student majors. 13 passed to the next level which is 100%.	1. Level I and Level II indicators were met. Curriculum changes were made in the Fall. Block formatted classes were implemented creating a real world work force atmosphere that ultimately encourages more attention to detail. 2. Instructor to be given results of latest MS-CPAS test for each student in program. These results will be used as a means of evaluating the program as compared to similar programs within the state. 3. Instructor meets with Department Chair and reviews Evaluation of Instructor by Supervisor instrument. Evaluations are kept in the Directors office so progress

				5 For core requirement 4, the program had 13 completers. 11 were placed in a job related to training to continue their education, which is 85%. 6 Under core requirement 5, 59 students were enrolled as fulltime students. 3 were nontraditional students which is 5%. 7 For core requirement 6, 1 of the 13 completers were nontraditional students which is 8%.	can be monitored. Director reviews Evaluation by Student instrument with instructor.
2	To teach Automation and Controls Technology students the technical knowledge and practical skills required for the student to be successful in entry level positions in automated or automated related vocations.	Students will demonstrate the applicable skills learned throughout the semester. Students will be required to describe and discuss various systems and their components Further, the students will be tested on their understanding of system operations and characteristics. Testing will include written and practical application of procedures described and demonstrate to them.	MS-CPAS Administration. Evaluation of Instructors. Student Evaluation of Instructors.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PROGRAM: Automotive Mechanics Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Automotive Mechanics to students within the PRCC district

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Career Technical Division, and instructors from all programs in the state.	Student will demonstrate practical knowledge and skills such as Engine repair, alignment, and electrical diagnosis operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	<u>Measures and Standards Program Review Instrument</u> Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	Enrollment 22 Skill Attainment 86% Completion/Graduation 100% Enrollment Retention 100% Placement 86% Non Traditional Participation 4% Non-Traditional Completion 0%	Under the new guidelines for Perkins IV the following criteria were met. Skill Attainment Yes Completion/Graduation Yes Enrollment Retention Yes Placement Yes Non Traditional Participation Yes Non-Traditional Completion No Every effort will be made to improve program and meet guidelines listed.
2	To teach and train automotive repair through classroom work and laboratory experience so	Students will demonstrate practical skills needed to master any type of diagnostic	<u>Administration, Evaluation of Instructors</u> <u>Student Evaluation of Instructors</u>	. Each instructor is evaluated by administrative personnel using Evaluation of Instructor by the	2. Instructor has results of latest NATEF test for each student in program. These results will be used as a means of evaluating the automotive program as compared to other automotive programs the state

	they will be successful as an entry level technician.	test equipment.		Supervisor instrument. This instrument was used by the instructor and administration to determine problems and develop plans for improvement	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PROGRAM: Barbering

Supports PRCC Strategic Goal(s): 2, 6

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Barbering to students within the district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students for employment in the field of Barbering.	Students will successfully complete course work with a minimum GPA of 2.0 required for graduation. Students will demonstrate the practical knowledge and skills, which are necessary for employment in the Barbering profession of, A. Cutting B. Shampooing C. Styling	Student grades on examinations and class assignments. Instructor evaluation of student demonstration of Barbering skills, including, shampooing, and styling, etc.		
2	To prepare students to successfully pass the State Barber Board	Students will pass the State Board Exam.	Student will receive a Certificate of Registration to practice barbering.		

	Certification Examination.				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Brick, Block, and Stonemasonry

Supports PRCC Strategic Goal(s): 1, 3, and 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career program which upon successful completion, will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Brick, Block, and Stonemasonry to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula that have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational- Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills such as Foundations, brick and block, tile setting, and various other masonry procedures which are necessary for employment in entry level positions in the workforce according to Stat Department of Education framework curriculum.	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	Enrollment-19/1 Skill Attainment -75% Completion\Graduation-100% Retention-100% Placement-100% Non Traditional participants-.11% Non Traditional Completion-0%	1. Under new guidelines for Perkins IV The following have been met: Skill Attainment- Yes Completion\Graduation-Yes Enrollment retention- Yes Placement-Yes Non-traditional participation-No Non-traditional completers-No Every effort will be made to meet all guidelines listed in Perkin IV. 2. Instructor will meet with the Supervisor and reviews evaluation of instructor by student and evaluation of instructor by supervisor. All evaluations are kept on file in supervisor's office so supervisor can monitor progress of any problem areas.

	lectures correlated with actual shop training. and instilling in the student the work ethic that is required of a good employee.	hand, body, and eye coordination, which are necessary for employment in entry level positions in the workforce.	Administration. Evaluation ofInstructors. Student Evaluation of Instructors		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PROGRAM: Business Marketing/Management Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business Marketing/Management Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide specialized occupational instruction in all phases of marketing and management. The program strives to prepare students for careers in dynamic marketing professions.	Students will be prepared to continue their education at a higher institution should they choose to do so by following the specialized curriculum.	Data following students after completion of the program proves that successful graduates are employed in their field of study.	100% of the 15 students who have completed the marketing curriculum are continuing their education or working in the field	The program continues to have high student enrollment and completion. High numbers of students continue to transfer into Bachelor degree programs. Students are able to find employment in the field.
2	To provide the necessary opportunities for the student to develop basic marketing and management knowledge and abilities along with the required competencies and social skills necessary for employment or advancement in the marketing arena.	The students will acquire specialized training in all types of businesses having direct contact with people, such as retail and wholesale organizations.	MS-CPAS tests are administered that determine the student's specific occupational information as compared to the other community colleges in the state that offer this program.	93% or 14 of the 15 students taking MS-CPAS reached skill attainment	Instructors being provided MS-CPAS training should help with student deficiencies and provide a more in-depth instruction for completing students.
3	To provide knowledge and place emphasis on instructors obtaining current and ongoing training and/or education.	The students will demonstrate knowledge of marketing and management terminology and strategies to be implemented in business and industry.	Students and administrators are allowed to evaluate the instructor to enhance the educational experience and to ensure effective instruction is being provided.	Instructor received high ratings from students and evaluation by administrator	Continual training of instructors in emerging technologies is used to enhance student learning.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Computer Network Support Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Computer Network Support Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills pertaining to router configuration, network design, systems maintenance, and project management which are necessary for employment in entry level positions in the workforce as per State Department of Education framework curriculum.	Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	Enrollment : 37 Retention : 100% Completion : 8 - 100% Graduation : 8 - 100% Placement : 100% Occupational skills : 100% Academic Gain : 100% 1. The following standards were met: 100% of core requirement 1; 100% of core requirement 2; 100% of core requirement 3; 100% of core requirement 4. 100% of eligible students completed the program. 100% of eligible students received a degree. 100% of the graduating students have demonstrated gain on academic skills	1. Instructors will research new materials and textbooks for courses. Instructions will try to attend current workshops in order to stay current with technical changes. Computer software and hardware had been upgraded in both labs. All students enroll can receive a copy of the programming software to install on their own computers. Students will be directed to our Placement Director for information about job placement opportunities. Contacts will be made with employers regarding job placements for students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

2	To provide student with training in network systems in business and industry	The students will receive training in telecommunications, network administration and client/server systems	MS-CPAS Administration. Evaluation of Instructors. Student Evaluation of Instructors.	2. Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor. This instrument was used by the instructor and administration to determine problems and develop plans for improvement.	2. The evaluation instrument is used to improve the program through whatever methods are deemed necessary.

PEARL RIVER COMMUNITY COLLEGE

2009-2010

PROGRAM: Construction Management Technology — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities?

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Construction Management Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula specifically designed to prepare the student for a career in construction management.	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in Construction Management as per State Department of Education framework curriculum.	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	The following standards where met: 100% of the Level I and II indicators. Average enrollment per FTE-20. 100% of students completed and passed a level of instruction. 100% of students completed the program. 100% of students received a degree. 100% of students were placed in a job related to training or continued their education. 100% of students demonstrated occupational skills. 100% of students demonstrated academic gain. .05% of students were nontraditional.	1. Level I and II indicators were met. Enrollment is up from last year and continues to rise due to recruitment and visits. Continue visits at all secondary facilities. Create dialog with secondary instructors. Use NCCER curriculum in some of my courses. Starting this year providing the student with a method of articulating credits earned in high school to the community college level. Purchasing of equipment to aid in building layout. In order for the student to learn how to used new and better technology in construction. (NCCER- National Center for Construction Education and Research.) <u>Applying for more technology in the classroom.</u>

					(Sympodium, Smart Board.) Working to offer some of my lecture hours in and online format for non-traditional type students. Use Blackboard for regular and online classes.
2	To provide training that is recommended by the Advisory/Craft Committee and related industry.	Students will demonstrate the technical knowledge and related practical skills necessary to enter the job market as a skilled craftsman.	Work Keys		2. Using NCCER program is in line with what industries goals are.
3	To train students so they will be able to find employment in the related field at entry level.		Administration. Evaluation of Instructors.	Instructor was evaluated by administrative personnel using evaluation of instructor instrument.	Work with industry to offer students summer internships at various construction firms. Attend OSHA training in order to eventually provide 30 hour OSHA certification for the student.
4	To prepare the student for transfer to a University program in order to pursue a Bachelors degree		Student Evaluation of Instructors.	Instructor was evaluated by students using evaluation of instructor instrument.	Create a line of communication with educators at the university level to make it easier for students to transfer to a bachelor's degree program.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Cosmetology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Cosmetology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students for employment in the field of Cosmetology.	Students will successfully complete course work with a minimum GPA of 2.0 required for graduation. Students will demonstrate the practical knowledge and skills, which are necessary for employment in the Cosmetology profession, including the areas of: A. Hair B. Nails C. Skin	Student grades on examinations and class assignments. Instructor evaluation of student demonstration of Cosmetology skills in the areas of hair, nails, and skin.	100% passed and met the minimum baseline competency in both theory and practical segments of each course.	The information will be used to develop and improve the instructional material for the purpose of assisting each student to meet the basic minimum requirements necessary to be competitive in the workforce. Provide supplemental training for advanced students. Continued visits to salons for employment opportunities.
	To prepare students to successfully pass the	Students will pass the State	Students will receive a Certificate of Registration to	100% of students passed the State Board Exam and	Instructors, counselors, or coordinators will meet with students to evaluate reasons for

	State Board of Cosmetology Certification Examination.	Board exam.	practice cosmetology.	received a Certification of Recognition in the State of Mississippi	failing and to assist with solutions to help students pass.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 - 2010

Program: Dental Assisting

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an allied health dental assisting program which upon successful completion will qualify students for entry-level employment in the dental field or to continue educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a vocational program of study in Dental Assisting to students in the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide a foundation in dental science, procedures and materials, management and communication that integrates with clinical practice enabling graduates.	Students will demonstrate practical knowledge and skills which are necessary for employment in entry-level positions in the workforce according to State Department of Education Framework Curriculum.	Measures and Standards a. Program Review Instrument b. Enrollment c. Retention d. Completion e. Graduation f. Placement g. Occupational Skills h. Academic gain	The following standards were met: a. 100% of level one indicators were met. At least 70% of level 2 indicators were met b. Average enrollment per FTE was 1:10 c. 80% or 12 out of 15 completed and passed a level of instruction d. 80% 12 out of 15 completed the program e. 100% of completers graduated f. 80% are working in the field. 1 is continuing education in the field and 1 is working on a BS in education g. On the DANB exam, 100% passed last reporting date -6-10 h. 58% - 7 out of 12 took	Continue integration of program goals with clinical rotations

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 - 2010

				academic courses and demonstrated gain by passing courses	
2	To perform effectively as entry-level dental assistants as defined by the Standards of the American Dental Association for accredited Dental Assisting Programs	75% of program completers will indicate employment in general or specialty practices in the PRCC district	Student Evaluation of instruction	2. Analysis of Student Evaluation of instruction indicated overall satisfaction of instruction but would like more case studies	Continue instruction and add more computer time in the learning lab to encompass more interactive learning with case studies
3	To perform effectively as a member of a dental health team	Employers will indicate satisfaction with PRCC graduates by completing the employer satisfaction surveys	Administrative evaluation of instruction	Analysis of instruction by administration was positive	Continue instruction to meet expectations of administrators
4	To successfully sit for the Dental Assisting National Board Exam	Upon completion of Dental Assisting Program, 75% of graduates will pass the Dental Assisting National Board Exam	Employer surveys	Analysis of instruction by employers was very positive also	Continue instruction at current levels

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 - 2010

Program: Dental Hygiene Technology

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of dental hygiene.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a technical program of study in dental hygiene to Pearl River Community College students.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide the academic foundation as well as the technological education and clinical practice enabling the graduate to a.) have the ability to pass the Dental Hygiene National Board Examination and the State of Mississippi licensing examination, b) have the knowledge and skills to practice dental hygiene competently, ethically, and legally in the State of Mississippi, c)have the ability to evaluate the diverse needs of patients and design and implement oral health education programs, d) pursue academic and professional growth through participation in professional associations and continuing education	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	Measurements and Standards: - Program Review Instrument - Enrollment - Retention - Completion - Graduation - Placement - Occupational skills - Board Pass Rate - Academic gain Student Evaluation of Instruction Administrative Evaluation		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Drafting and Design Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Drafting and Design Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Student will demonstrate written and performance knowledge of CAD and GIS software and practice skills using surveying and GPS equipment. Students will demonstrate an understanding of construction estimating and drawing requirements and the skills needed to design and produce machine parts.	<u>Measures and Standards Program Review Instrument</u> Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	The following core requirements were met: 1 Program has an enrollment of 33 Majors with 2 instructors. Student /teacher ratio is 16.5/1. 2 For core requirement 1 the number of graduates was 8 with 100% taking the Skill Proficiency Exams. 100% passed 3 Under core requirement 2 8 were eligible for graduation and 100% received a diploma. 4 For core requirement 3 the program had 33 students majors. 30 passed to the next level which is 91%. 5 For core requirement 4 the program had 8 completers. 7 were placed in a job related to training or continued their education, which is 88%. 6 Under core requirement 5 33 were enrolled as fulltime students. 9 were non-traditional students	1 Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor by the Supervised instrument. The instrument was used by the instructor and administration to determine problems and develop plans for improvement. 2 Brought in potential employers to talk to students. 3 Recruited in high school drafting programs. 4 Instructor has results of MS-CPAS test for each student in the program. These results will be used as a means of evaluating the program as compared to other programs in the state.

				which is 27% 7 For core requirement 6 1 of the 8 completers were non-traditional students which is 13%. 8 The program had 17 additional students which were non-majors.	
2	To provide students with organized learning experiences including the latest machine drafting, CAD, surveying and structural drafting so that students will have the ability to secure profitable employment	Students will demonstrate and master the technical skill necessary for employment in entry level positions as CAD Technician. These technical skills and required competencies are outlined in the State Department of Education Curriculum Framework.	MS-CPAS Administration, Evaluation of Instructors Student Evaluation of Instructors		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PROGRAM: Early Childhood Education Technology — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Child Development Technology to students within the PRCC district.

	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) **WHAT** should a student know, think, or be able to do upon completion of program/course?	ASSESSMENT CRITERIA –Criterion for Evaluation (Variables related to success of intended outcome) **HOW** will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) **WHAT** was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a **CHANGE** or **IMPROVE** or state that no improvement is needed.
1	Upon completion of this program, students will be able to identify occupational opportunities in Early Childhood Education Technology.	MS-CPAS 85% of students will be able to identify occupational changes in Early Childhood Technology based upon the MS-CPAS instrument.	Based upon MS-CPAS, 95% of students were able to identify occupational opportunities in Early Childhood Education Technology.	No improvement needed at this time.
2	Upon completion of this program, students will be able to outline the standards and policy operations of the MDH for child care centers.	MS-CPAS Upon completion of this program, 65% of students will satisfactorily outline the standards and policy operations of the Mississippi Department of Health for child care centers based upon the MS-CPAS instrument	Based upon MS-CPAS, 95% of students were able to outline the standards and policy operations of the MDH for child care centers.	No improvement needed at this time.
3	Upon completion of this program, students will be able to create and	MS-CPAS	Based upon MS-CPAS, 100% of students	No improvement needed at this time.

	design a budget associated with the operation of a child care facility.	Upon completion of this program, 65% of students will submit an operating budget for child care facility	were able to create and design a budget associated with the operation of a child care facility.	
4	Upon completion of this program, students will be able to explain the different areas of development in children.	MS-CPAS Upon completion of this program, 80% of students will be able to explain different areas of development of children according to MS-CPAS assessments	Based upon MS-CPAS, 83%of students were able to explain the different areas of development in children.	No improvement recommended at this time.
5	Upon completion of this program, students will be able to discuss factors contributing to children's physical and emotional health.	MS-CPAS Evaluation Upon completion of this course (or program), 90% of students will demonstrate the ability to discuss factors contributing to children's physical and emotional health based upon MS-CPAS assessment scores	Based upon MS-CPAS, 95% of students were able to discuss factors contributing to children's physical and emotional health.	No improvement is recommended at this time.
6	Upon completion of this program students will be able to plan and implement child care curriculum	MS-CPAS Evaluation Upon completion of this program, 70% of students will demonstrate ability to plan and implement child care curriculum based upon MS-CPAS assessment scores.	Based upon MS-CPAS, 88% of students Will be able to plan and implement child care curriculum	No improvement is recommended at this time.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Electrical Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electrical Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as per State Department of Education framework curriculum.	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	Enrollment 42 Skill Attainment 100% Completion/Graduation 100% Enrollment Retention 100% Placement 92% Non Traditional Participation 2% Non-Traditional Completion 8%	Under the new guidelines for Perkins IV the following criteria were met. Skill Attainment Yes Completion/Graduation Yes Enrollment Retention Yes Placement Yes Non Traditional Participation No Non-Traditional Completion No Every effort will be made to improve program and meet guidelines listed.
2	To provide training as recommended by	The student will acquire fundamental skills associated with residential, light commercial and industrial		Each instructor is evaluated by administrative personnel	Instructor has results of latest MS-CPAs test for each student in program. These results will be used as a means of evaluating the electrical program as compared to other electrical

	Advisory/Craft Committee And related industry in the area.	wiring. Student will receive practical application of skills and knowledge through classroom and hands-on lab time.		using Evaluation of Instructor by the Supervisor instrument. This instrument was used by the instructor and administration to determine problems and develop plans for improvement	programs in the state.
3	To provide an individual the ability to find employment in a related workforce.		Administration Evaluation of Instructors.	Each instructor is evaluated by student using the Evaluation by Student Instrument.	Instructor meets with Director and reviews Evaluation of Instructor by Student and Evaluation of Instructor by Supervision. All evaluations are kept on file in Director's office so Director can monitor progress of any problem areas.
4	To prepare individuals to install operate, maintain, and repair electrically-energized systems such as residential, commercial and industrial electrical wiring, and DC and AC motors, controls and electrical distribution panels, and instruction in the use of test equipment.		Student Evaluation of Instructors. Student follow-up		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Electronics Technology (FCC) — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronics Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge/skills, demonstrating the use of test equipment which is necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills	Program Review Instrument Enrollment - 27 Retention – 85% Completion – 100% Graduation – 100% Placement – 50% Occupational skills -80%	If standards are not met, the instructor and administration must develop a local improvement plan. If standards are not met two years in a row, the instructor and administration and the State Department of Education personnel will develop a joint improvement plan. If standards are not met for three years in a row, the program will be terminated.
2	To teach Electronics Technology students the technical knowledge and practical skills required for the student to be successful in entry level positions in electronics and related vocations.	Students will demonstrate the technical knowledge to relate practical skills, including safety. Students must master the required competencies which are written and practical applications for each of the electronics courses included in the Electronics Technology Curriculum.	<u>Administration. Evaluation of Instructors.</u> <u>Student Evaluation of Instructors.</u>	Instructor was evaluated by administrative personnel and students using the Evaluation of Instructor Instrument. This instrument was utilized by the instructor and administration to determine problems and develop plans for improvement	The evaluation instrument is used to improve the program through whatever methods are deemed necessary.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Electronics Technology (Poplarville) — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronics Technology to students within the PRCC district.

OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1 To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education,Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge/ skills, Demonstrating the use of test equipment which is necessary for employment in entry level positions in the workforce as per State Department of Education framework curriculum.	<u>Measures and Standards Program Review Instrument</u> Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	The following core requirements were met: 1 Program has an enrollment of 47 Majors with 2 instructors. Student/teacher ratio is 23.5/1 2 For core requirement 1, the number of graduates was 11 with 9 taking the Skill Proficiency Exams. 82% passed 3 Under core requirement 2, 11 students were eligible for graduation and 100% received a diploma. 4 For core requirement 3, the program had 11 student majors. 11 passed to the	1 We instructors were evaluated by administrative personnel and students using the Evaluation of Instructor by the Supervised instrument. The instrument was used by us, the instructor and administration to determine problems and develop plans for improvement if needed. 2 Brought in potential employers to talk to students. 3 Recruited in high school electronics/tech prep programs. 4 Instructor has results of MS-CPAS test for each student in the program. These results will be used as a means of evaluating the program as compared to other programs in the state.

				next level which is 100%. 5 For core requirement 4, the program had 11 completers. 8 were placed in a job related to training to continue their education, which is 73%. 6Under core requirement 5, 47 students were enrolled as fulltime students. 4 were nontraditional students which is 9%. 7 For core requirement 6, 2 of the 11 completers were nontraditional students which is 18%.	
2	To teach Electronics Technology students the technical knowledge and practical skills required for the student to be successful in entry level positions in electronics and related vocations.	Students will demonstrate the technical knowledge to relate practical skills, including safety of test equipment. . Students must master the required competencies which are written, and practical applications for each of the electronics courses included in the Electronics Technology Curriculum.	MS-CPAS Administration. Evaluation of Instructors. Student Evaluation of Instructors.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Fine Arts and Communication

INSTRUCTIONAL AREA: Music

Supports PRCC Strategic Goal(s): 1, 2, 3, S

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a variety of courses, performance opportunities, and cultural activities in the Arts and Oral Communication to meet the needs of our students and community.

RELATIONSHIP OF UNIT TO PRCC MISSION: To fulfill the mission of the College by offering quality academic coursework, and cultural activities which encompass the realm of Fine Arts and Oral Communication.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide quality instruction in courses which will satisfy the Fine Arts requirement of the core curriculum for both academic and technical programs of study.	Students will demonstrate their knowledge of the basic principles, history, and style periods of music.	A minimum of 60% of all students enrolled in Music Appreciation will receive a final grade of AC@ or better.	Grade distribution for all sections of MUS 1113 Music Appreciation: 34.7%-A, 20%-B, 12.4%-C, 6.2%-D, 18.5%-F, .4%-I, 8%-W.	Instructor use of classroom technology has increased significantly. Record enrollment has resulted in the need for additional sections of on-line, traditional, and night class offerings of MUS 1113. Additional faculty is needed as soon as funding is available to alleviate consistent overloads and class size increases.
2	To provide quality instruction in courses which parallel the first two years of a Bachelors degree for majors in Music and Music Education.	Students will demonstrate mastery of subject matter in courses for music majors. PRCC music majors transferring to state universities will attain a GPA at or above that of other transfer students and of the native university students at the same level.	At least 70% of all students enrolled in courses for Music Majors will receive a final grade of AC@ or Student transfer data from state universities	Grade distributions for all courses for music majors: 57.6%-A, 16.5%-B, 4%-C, 4%-D, 9.6%-F, 1.3%-I, 6%-W Specific transfer data for music students not available, However, PRCC music majors transferring to Sr. institutions passed junior level placement exams in music courses.	We anticipate the establishment of a much – needed music technology lab for student use when the Moody Hall addition/rebuilding project is completed. All music faculty will be encouraged to maintain contact with universities to keep curriculum and course content current.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

3	To provide quality instruction in courses in Music for Elementary Education majors.	Students will demonstrate their ability to incorporate music activities and lessons into their instruction of elementary education.	Student performance on examinations, projects, and activities. At least 70% of students enrolled in Music for Elementary Ed. Majors will receive a final grade of AC@ or better.	Grade distributions unavailable at this time	Music for Elem. Ed. Majors is now offered as an on-line class through the MVCC. We will reconsider offering this course on campus if we have the time, space and demand.
4	To provide quality instruction in applied music courses through private and/or group study.	Students will demonstrate proficient progress in instrumental, vocal, and/or piano performance.	Student performances at juries, recitals, and concerts. University and college music scholarships awarded to PRCC transfer students.	All student concerts, recitals, and juries were well-prepared. The level and quality of the repertoire was appropriate for each performance. All transferring PRCC music majors received scholarship awards at their respective Sr. institutions.	Progress has been made to establish performance proficiencies for each semester of applied study and a more uniform grading format.
5	To provide cultural activities in the arts for PRCC students and community through performances by student ensembles, guest recitals/concerts, student art exhibits, and drama productions	Students and community will have the opportunity to attend live musical and theater performances and art exhibits that are easily accessible in both proximity and cost.	Attendance figures for all Fine Arts activities will be evaluated annually. Audience responses will be taken into account when scheduling future activities. A 5-10% increase in attendance will be sought annually.	Attendance at Fine Arts activities is still a bit difficult to assess due to the relocation of these events caused by the loss of Moody Auditorium. .	No changes needed. Plans for the Brownstone Center for the Performing Arts have almost been finalized and construction should begin by the end of 2010. Once completed, this facility will most certainly impact our ability to offer an expanded series of arts events throughout the year.
6	To serve as ambassadors for the college through performances by students and faculty in local, regional, state and national events.	Increased awareness of PRCC, fostering of good will with community, enhances public relations, recognition of quality in performing groups.	Continued demand for performances and student interest in performing groups	PRCC student music ensembles performed at many school, local, state and national venues.	All of the PRCC Student performing ensembles have maintained a high standard of performance and steady enrollment. Performances on the local, state and national level were made by these outstanding groups. A new rehearsal facility for the band is in use and renovation of choral and dance facilities is underway.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Fine Arts and Communication

INSTRUCTIONAL AREA:: Speech and Theater

Supports PRCC Strategic Goal(s): 1, 2, 3, 5

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a variety of courses, performance opportunities, and cultural activities in the Arts and Oral Communication to meet the needs of our students and community.

RELATIONSHIP OF UNIT TO PRCC MISSION: To fulfill the mission of the College by offering quality academic coursework, and cultural activities which encompass the realm of Fine Arts and Speech Communication (Public Speaking).

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide quality instruction in courses which will satisfy the Fine Arts requirement of the core curriculum for both academic and technical programs of study	Students will demonstrate their knowledge of the basic principles, history and important facts relating to theater and the dramatic arts.	A minimum of 60% of students enrolled in Theater Appreciation will receive a final grade of AC@ or better.	1. Grade distribution for all sections of Theater Appreciation: 15.5%-A, 11%-B, 17%-C, 6%-D, 23%-F, 0%-I, 27%-W.	Grade distributions indicate a need for change in the delivery of this course. Student response indicates that a more interactive approach to the teaching of the course would increase both student learning and interest. An attempt to implement this strategy will be made this year.
2	To provide quality instruction in courses which will satisfy the speech/public speaking requirement of the core curriculum for academic and technical programs of study.	Students will demonstrate basic communication skills through oral competency of the English language.	At least 60% of the students enrolled in Public Speaking will receive a final grade of AC@ or better.	Grade distributions for all sections of Public Speaking: 22.5%-A, 25.5%-B, 16.7%-C, 5.5%-D, 16%-F, .8%-I, 12.8%-W.	Record enrollment has increased demand for additional sections and larger class sizes for Public Speaking. Extreme care must be taken when increasing class size due to the time required for speech presentation. A/V systems in the classrooms have been utilized by faculty and students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

3	To provide quality instruction in courses which parallel the first two years of a Bachelors degree for majors in Speech/Communication and Theater.	Students will demonstrate mastery of subject matter in courses for majors in Speech/Communications and Theater. PRCC Communication and Theater majors transferring to state universities will attain a GPA at or above that of other transfer students and of the native university students at the same level.	At least 60% of the students majoring in Communications or Theater will receive a grade of C or better in their SPT courses. Student transfer data from state universities	3. Grade distributions for all courses for Speech/Theater Majors: Unable to determine grade distributions by major since all speech and theater courses are open to every student. Specific transfer data by major unavailable. Overall data shows PRCC transfer GPA at or above that of the native university/college student.	An introductory acting course was offered in the spring semester which was relatively successful. Twelve students were enrolled in the class and their response to the course was positive. Additional course offerings in Theater and Communication should be forthcoming when the space and funding is available.
4	To provide PRCC students and the community with quality theatrical productions for their enjoyment.	At least one drama production will be presented each school year.	Attendance figures will be evaluated and audience response will be assessed for each performance. A 5-10% annual increase in attendance will be sought.	Fall production of three melodramas was well-received but poorly attended. The spring musical production of "Smokey Joe's Café" also had a relatively small audience for the venue.	The lack of a performance facility is still impacting our ability to produce quality theatrical events. However, we have been successful in keeping the program going by adapting the space that we have available. Construction of the auditorium should start in late 2010 and conclude in 2012 which will alleviate this condition.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Fine Arts and Communication — Supports PRCC Strategic Goal(s): 1, 2, 3, 5

INSTRUCTIONAL AREA: Visual Arts

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a variety of courses, performance opportunities, and cultural activities in the Arts and Oral Communication to meet the needs of our students and community.

RELATIONSHIP OF UNIT TO PRCC MISSION: To fulfill the mission of the College by offering quality academic coursework, and cultural activities which encompass the realm of Fine Arts and Oral Communication.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide quality instruction in courses which will satisfy the Fine Arts requirement of the core curriculum for both academic and technical programs of study.	Students will demonstrate their knowledge of basic principles art, art history, and important artists and their work	A minimum of 60% of students enrolled in Art Appreciation will receive a final grade of a C or better.	Grade distribution for all sections of Art Appreciation: 26.4%-A, 33.8%-B, 13.7%-C, 6.6%-D, 10%-F, 8.7%-W, .8%-I.	Additional sections still needed as soon as funding, staff and facilities are available. On-line sections are offered. New A/V technology and internet access in Art Appreciation classroom has been installed.
2	To provide quality instruction in courses which parallel the first two years of a Bachelors degree for majors in Art, Art Education, Interior Design, Graphic Design, and Fashion Merchandising.	Students will demonstrate mastery of subject matter in courses for majors in Visual Arts.	70% of students pursuing a major in the visual arts will receive a final grade of AC@ or better in all art courses attempted.	Grade distributions for all courses for visual art majors; 54%-A, 14%-B, 6%-C, 4%-D, 15%-F, 8%-W, 0%-I. Specific transfer data unavailable. Overall GPA of PRCC transfers was at or above that of the native university students.	Art enrollment continues to increase with no additional classroom space or staff available. The adjunct art instructor position on the Poplarville campus should be increased to at least 3/5 part-time. A larger, more functional facility is planned with a target completion date of August, 2011.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

3	To provide quality instruction in courses in Art designed for majors in Elementary Education	Students will demonstrate their ability to incorporate art activities into their instruction of elementary education.	At least 70% of the students enrolled in Art for Elementary Ed. Majors will receive a final grade of a C or better.	Grade distributions for all sections of Art for Elem Ed.: 66%-A, 13%-B, 0%-C, 3%-D, 6%-F, 6%-W, 6%-I.	On-campus enrollment held at previous levels. Online section offered. No changes needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

DEPARTMENT: Science, Mathematics, and Business/Humanities and Social Sciences/Fine Arts and Communication/Health, Physical Education, and Recreation

INSTRUCTIONAL AREA: General Education/University Parallel — Supports PRCC Strategic Goal(s): 1, 3

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To assure that graduates of Pearl River Community College possess the knowledge and skills generally expected of an educated person.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide general education which is essential to a quality academic program.

OBJECTIVES - Broad description of intended impact on students (Program goals)		LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	Oral Communication	Graduates will demonstrate the ability to communicate verbally with strong organizational skills and appropriate delivery.	70% of students taking SPT 1113 (and 100% graduates) will have a passing grade.	Grade distributions for all sections of Public Speaking: 22.5%-A, 25.5%-B, 16.7%-C, 5.5%-D, 16%-F, .8%-I, 12.8%-W.	Record enrollment has increased demand for additional sections and larger class sizes for Public Speaking. Extreme care must be taken when increasing class size due to the time required for speech presentation. A/V systems in the classrooms have been utilized by faculty and students.
2	Computer Literacy	Graduates will demonstrate proficiency in basic computer operations such as file saving, printing, loading programs, etc.	70% of students taking CSC 1113 or higher level CSC courses will have a passing grade. 100% of graduates will have passed CSC 1113 (or higher level CSC course), a proficiency exam, or have approved documentation from an employer attesting to their computer proficiency.	2a. Reviewed available textbooks and software for CSC 1113 to determine which best fit our approach to the course. 2b. Grade distribution for computer science classes for non-major students enrolled in academic computer science classes for Fall 2009 (319 students):	2a. Changed to online textbook and software for the CSC 1113 classes beginning fall 2010. This both to improve the quality of the material and to decrease the cost to the students for the class. 2b. The grade results are reasonable for a college-level class.

				A – 31.9% F – 14.2% B – 25.4% AU – 0.3% C – 15.3% W – 5.6% D – 7.4% 72% of students received at least a grade of "C" in this course for fall 2009. Pre-test/post-test administered. The average improvement was 31%. 2c. Grade distribution for computer science classes of two-year technical students enrolled in academic computer science classes for Fall 2009 (35 students): A – 28.6% D – 8.6% B – 25.7% F – 8.6% C – 22.9% W – 5.7% 77% of students received at least a grade of "C" in this course for fall 2009.	2c. The grade results are reasonable for a college-level class.
3	Fine Arts	Graduates will demonstrate basic knowledge of one of the following branches of the arts: visual arts, music, or theater.	70% of students taking ART 1113, MUS 1113, or SPT 2233 will have a passing grade. 100% of graduates will have passed one of these courses.	Grade distribution for all sections of Art Appreciation: 26.4%-A, 33.8%-B, 13.7%-C, 6.6%-D, 10%-F, 8.7%-W, .8%-I.	Additional sections still needed as soon as funding, staff and facilities are available. On-line sections are offered. New A/V technology and internet access in Art Appreciation classroom has been installed.
4	Humanities	Graduates will demonstrate basic knowledge in at least one area of the humanities.	70% of students taking a literature course and a course elected from history, a foreign language, or another literature course will have a passing grade (100% of graduates).	A's 26% B's 37% C's 22% D's 8% F's 7%	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

				Total 'C' or better: 85%	
5	Mathematics	Graduates will demonstrate performance of basic algebraic operations and problem solving.	70% of students taking MAT 1313 will have a passing grade. 100% of graduates will have passed MAT 1313 or a higher- level mathematics course.	Fall 2009 College Algebra A = 23.9% B = 27.5% C = 22.6% D = 10.5% F = 15.5%	
6	Natural Sciences	Graduates will demonstrate scientific attitude and approach and simple taxonomy of at least one natural science.	100% of graduates will have passed entry-level courses, including labs, in biology, chemistry, or physics.	Grade Distribution in biology classes for non-major students A- 23% B- 31% C- 24% D- 10% F- 12%	Many biology classes are using BlackBoard as provided by the college, both for grade posting and lesson posting. Many biology instructors are using "Clickers" to stimulate student engagement in learning and testing. PRCC continues a hybrid General Biology course: lecture online and lab on campus. PRCC continues to offer a field biology course, for students to learn in the "real" environment.
7	Social Sciences To offer courses that meet the needs of students who are: a. Majoring in History, Political Science, Psychology, and Sociology, and who plan to transfer to a senior college or university. b. Majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas.	a. Transfer students will perform as well as native students from the Mississippi comprehensive universities. b. Non-major transfer students will perform as well as native students from the Mississippi comprehensive	a. At least 67% of students majoring in History, Political Science, Psychology, or Sociology will receive a grade of "C" or better in academic Social Science courses. b. At least 65% of non-majors transfer students will receive a grade of "C" or better in academic Social Science	84.7 percent of students majoring in either History, Political Science, Psychology, or Sociology received a grade of "C" or better in academic Social Science courses. 70.5% percent of non-major transfer students received a grade of "C" or better in academic Social Science	Social Science Majors are currently meeting performance expectations. While student performance among this group has improved we will continue to work toward further improvements by clearly identifying expectations, providing continued updates as to performance in class, and encouraging students to seek out individual guidance and instruction during instructors' office hours. Continue to provide non-major transfer students with excellent instruction utilizing a variety of teaching methods. We will provide higher quality visual examples as more classes

	c. Working toward a two-year terminal degree.	universities. c. Students working toward a two-year terminal degree will perform well enough to meet the requirements for graduation.	courses. c. At least 50% of students working toward a two-year terminal degree will receive a grade of "C" or better in academic Social Science courses.	courses. 67.2%of students working toward a 2-year degree received a grade of "C" or better in academic Social Science courses	become equipped with multimedia projectors and smart boards. Also, improvement in communication between instructors and students will occur as blackboard courseware is utilized by instructors. Technical students are meeting and exceeding performance expectations in Social Science courses here at Pearl River Community College. We will continue to provide exemplary instruction and a variety of course options in order to meet the particular needs of Vocational and Technical students All students are encouraged to utilize learning lab resources and online resources designed to complement in class instruction and enhance overall student performance. For example, sociology students are encouraged to use the online tutorial provided by the current textbook publishing company. This tutorial provides sample questions and additional readings. A new book review format has been adopted by history instructors which will require students to not only identify the work's thesis but also present evidence of support or a lack thereof chapter by chapter. This will require students to read the text in a much more engaging way. In order to develop critical evaluation and reading skills in our students, World Civilizations students will continue to be assigned specific excerpts from readers containing primary documents. Students will evaluate the reading's context, meaning, and significance to larger historical themes. Critical readings of historical documents will be especially important for history majors as they migrate to four-year

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

					schools.
8	Written Communication	Graduates will demonstrate ability in formal written expression.	70% of students taking ENG 1113 and ENG 1123 will have passing grades. 100% of graduates will have passed these courses.	Native GPA: USM: 2.54 MSU: 2.89 PRCC transfer GPA: USM: 2.59 MSU: 2.83	Increase attention to students who are absent from class Return to use of the Hodges Harbrace Handbook because we had changed books and did not find them to be as effective Continue to collaborate with the personnel in the learning lab to refine assignments in critical reading and grammar and rhetoric and enhance the benefits of using the learning lab
9	Wellness	Graduates will demonstrate knowledge in areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives	70% of students taking HPR 1213 and HPR 1752 will have passing grades. 100% of graduates will have passed HPR 1213. * The term "grade" represents any grade students receive which affects their GPA.	PRCC grade distribution HPR classes: 76 % of students obtained "C" or better in Fall of 2009 & 74% in the Spring of 2010. Fall 2009 HPR grade distributions: A=47% B=17% C=11% D= 5% F=12% I= 1% P= 0% W= 7% Spring 2010 grade distributions: A=45% B=18% C=11% D= 3% F=16% I= 0% P= 0% W=7% Determined need again this year for a card reader system to keep track of students, faculty, staff, and community enrolled in the Wellness Center.	Fall Enrollment of HPR classes 2006-2009 Fall 2006 – 858 students Fall 2007 – 845 students Fall 2008 – 879 students Fall 2009 – 1047 students Spring Enrollment of HPR classes 2007– 2010 Spring 2007 - 747 students Spring 2008 – 696 students Spring 2009 – 889 students Spring 2010 – 832 students An ID reader will help us identify our full time students, part-time students, faculty, staff, and community. A card reader will help us to keep track of our student's attendance and grading. It will also help security and safety.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

				The assessment process evaluates health history and determines if a doctors release is needed it also measures students blood pressure, heart rate, flexibility, muscular endurance, and aerobic endurance.	These results help us determine our student's health before beginning an exercise program and get doctors clearance if needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Health, Physical Education and Recreation

INSTRUCTIONAL AREA: Health, Physical Education and Recreation — Supports PRCC Strategic Goal(s): 1, 2, 3, 5

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide effective and up-to-date instruction in the areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives?

RELATIONSHIP OF UNIT TO PRCC MISSION: To enhance and broaden the curriculum with the additional health and wellness-related course offerings.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide quality instruction in the areas of health, physical education, and recreation that will meet the needs of all students enrolled in academic programs and courses to provide effective up-to-date instruction which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives.	The student will acquire a working knowledge of: a. **Personal and Community Health:** principles and practices of healthful living to the individual and community; major health problems and the mutual responsibilities of home, school, & health agencies b. **Nutrition and Wellness:** the significance of nutrition in health and physical education and understand the various aspects of wellness and their relationship to weight control	Successful completion of courses required for this curriculum as stated in the course description syllabus. a,b,c,d,e,f,g,h: Grading Scale: 1st 8weeks 1/3 of grade 2nd 8weeks 1/3 of grade final exam 1/3 of grade	PRCC grade distribution HPR classes: 76 % of students obtained "C" or better in Fall of 2009 & 74% in the Spring of 2010. Fall 2009 HPR grade distributions: A=47% B=17% C=11% D= 5% F=12% I= 1% P= 0% W= 7% Spring 2010 grade distributions: A=45% B=18% C=11%	Fall Enrollment of HPR classes 2006-2009 Fall 2006 – 858 students Fall 2007 – 845 students Fall 2008 – 879 students Fall 2009 – 1047 students Spring Enrollment of HPR classes 2007– 2010 Spring 2007 - 747 students Spring 2008 – 696 students Spring 2009 – 889 students Spring 2010 – 832 students

		and therapeutic exercise c. **Health Concepts, Aerobics, Power Hour, Swing and line dancing:** physical education in schools and life: strength training, muscular endurance, flexibility and aerobic exercises d. **First Aid and CPR:** basic first aid, CPR, and AED procedures e. **Concepts of Athletic Training:** athletic training and treatment of injuries f. **Recreation Leadership:** recreational, including areas of dance and sports g. **Baseball, Basketball, Football, & Tennis Theory:** theory of sports h. **Taping and Wrapping of Athletic Injuries:** to prepare future coaches, athletic trainers, and student athletic assistants in practical taping and wrapping by observation and actual taping of all types of athletic injuries	a,b,c,:**Lab:** It is required that students enrolled in these classes on MWF workout a minimum of 3 times a week for 30 minutes. And students enrolled in these classes on TR workout a minimum of 2 times a week for 45 minutes. This counts for 30% of their grade in Personal and Community Health, and Nutrition and Wellness and 100% of their grade in Health Concepts or other one hour activity classes. Grades are determined by the following scale **MWF Classes:** 32-36 workouts=A 29-31 workouts=B 25-28 workouts=C 22-24 workouts=D less than 22= F **TR Classes:** 22-24 workouts=A 19-21 workouts=B 17-18 workouts=C 14-16 workouts=D Less than 14=F	D= 3% F=16% I= 0% P= 0% W=7% Determined need again this year for a card reader system to keep track of students, faculty, staff, and community enrolled in the Wellness Center.	An ID reader will help us identify our full time students, part-time students, faculty, staff, and community. A card reader will help us to keep track of our student's attendance and grading. It will also help security and safety.

			Assessment: Prior to student's exercise regimen they must complete a pre-assessment. Assessments are performed on all new students at the beginning and at the end of the semester by the Associate Degree Nursing students and HPR faculty and staff.	The assessment process evaluates health history and determines if a doctors release is needed it also measures students blood pressure, heart rate, flexibility, muscular endurance, and aerobic endurance.	These results help us determine our student's health before beginning an exercise program and get doctors clearance if needed.
2	To provide students, faculty, staff, and community members with exceptional and challenging programs, information, and activities which will promote well-being and will enhance their quality of life and expand the role of the college in cultural and life improvement programs of the community.	Students, faculty, staff, and community members will gain information which will promote well-being and enhance their quality of life.	**Health History:** All students, faculty, staff, and community who join the wellness center are required to fill out a health history form. **Assessment:** Students, faculty, staff and community must complete a pre-assessment where blood pressure, heart rate, flexibility, muscular endurance, and aerobic endurance are measured. **Orientation:** Students, faculty, staff and community are shown how to use the exercise equipment and exercise properly. The Wellness Center faculty and staff also cover policies and procedures of the Wellness Center at this time. **Evaluations:**Verbal and written surveys are done to determine if changes need to be incorporated.	Determined if we needed medical clearance on students, faculty, staff, and community before they start an exercise program. Determined fitness levels of students, faculty, staff, and community. Evaluations still show need for more parking. Evaluations also determined need for additional exercise equipment due to increase in enrollment again this year. This is the second year that all full time students have access to the facility which has increased the use of the facility.	Received doctor's clearances on students, faculty, staff, and community as needed. Set students, faculty, staff, and community up on an exercise program based on their assessment results. Determined need for more parking on campus close to Wellness Center. Purchased two more EFX machines last year. We need another weight station and plan to purchase for next year. Also need more treadmills.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009-2010

PROGRAM: Heating, Air Conditioning, and Refrigeration Technology (Forrest County Center) — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION:

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, instructors from all programs in the state, and in conjunction with the A.R.I and A.S.R.A.E. to train students on the national level.	Students will be able to demonstrate: (a) The ability to maintain and repair various air conditioning, heating, and refrigeration systems, (b)An understanding of all types of refrigerants in this industry and how to use them, (c) The knowledge of customer and employer relationships, and (d)The ability to diagnose various types of air conditioning and refrigeration equipment, as per State Department of Education framework curriculum.	Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Administration. Evaluation of Instructors. Student Evaluation of Instructors.	Measures and Standards Program Review Instrument Enrollment - 20 Retention - 85% Completion - 100% Graduation 100% Placement -71% Occupational skills 71% Administration evaluation of instructor was satisfactory. Student evaluation of instructor was satisfactory.	Maintain the program standard of performance where the assessment result were less than 100%.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009-2010

2	To enable the students to become EPA Certified before entering the work force.	Student will demonstrate practical skills and knowledge of operating principles, procedures, techniques and theory of air conditioning, refrigeration, and gas heating heat pump through practical lab projects and classroom time.	Observation and testing by instructor	Students all passed instructor designed activities and written test.	Students were given additional study materials to prepare for this. Since PRCC does not require this test, results are unknown.
3	To teach students safe work practices required in modern industry.	Students will demonstrate safe work practices that are required in the work place.	Students are given tests on safety rules.	.All student must make 100% on test before entered shop. This was achieved.	
4	To teach students subjects related to the air conditioning and refrigeration industry.	Students will improve communication and basic math skills.	Students are given tests on these procedures.	All student were tested and received passing grades before entering chop area.	
5	Encourage students to become members of VICA.	VICA membership will increase.	Count members.	VICA membership increase by 400 %. Went from 3 members to 12 members.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PROGRAM: Heating, Air Conditioning, Refrigeration Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Heating, Air Conditioning, and Refrigeration Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, instructors from all programs in the state, and in conjunction with the A.R.I and A.S.R.A.E. to train students on the national level.	Students will be able to demonstrate acquired knowledge above and beyond entry level in the Heating, Air Conditioning, and Refrigeration industry, as per State Department of Education framework curriculum.	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	Enrollment= 22 Retention= 8 Completion= 8 Graduation= 8 Placement= 7 Occupational skills= 8 Academic Gain=	Efforts will be made to increase retention, completion, and graduation rates.
2	To enable the students to become EPA Certified before entering the work	Student will demonstrate practical skills and knowledge of operating principles,	<u>MS-CPAS</u>	100% of students scored basic and above of students taking the CPAS	Students will strongly encourage to take the CPAS. More focus will be placed on teaching tools and piping.

	force.	procedures, techniques and theory of air conditioning, refrigeration, and gas heating heat pump through practical lab projects and classroom time.			
3	To teach students safe work practices required in modern industry.	Students will demonstrate safe work practices that are required in the work place	Administration. Evaluation of Instructors.	90 % of students demonstrated safe work practices.	Identify the areas of safe that need to be reemphasized.
4	To teach students subjects related to the air conditioning and refrigeration industry.	Students will improve communication and basic math skills.	Student Evaluation of Instructors.		Students who need improvement will be referred to related studies
5	Encourage students to become members of VICA.	VICA membership will increase.		Information not available.	Will consider rewriting this objective.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

DEPARTMENT: Humanities and Social Sciences

INSTRUCTIONAL AREA: Criminal Justice — Supports PRCC Strategic Goal(s): 1, 2, 3, 5

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to an 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 provide an academic program of study in the area of criminal justice for students in the six-county district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To offer courses that meet the needs of students who are….. Majoring in Criminal Justice and who plan to transfer to a senior college or university.	Transfer and non-major students will demonstrate a basic understanding of the key elements of the Criminal Justice courses offered and will receive a grade of "C" or better in such courses.	At least 75 percent of students majoring in Criminal Justice will receive a grade of "C" or better. Assessment of such skills will be based upon: ones performance during required oral presentations before the class; competency exhibited on field tests; and the results of quizzes/exams throughout the course.	The results of students receiving a grade of "C" or better in Fall 2009 majoring in criminal justice was 87%. The results for Spring 2010 receiving a grade of "C" or better was 84%. Fall 2009 enrollment in criminal justice was 199 students. The spring 2010 enrollment was 183.	The results show that students entering the criminal justice field at PRCC are receiving successful and quality educational and technical criminal justice courses and programs provided by the criminal justice instructors. The instructors have the knowledge of what is required at a 4 year university such as USM which helps them in preparing the courses that the students at PRCC need to be successful in both their knowledge of criminal justice and preparation for a future in criminal justice. Both CJ instructors agree that the percentages could increase as the number of qualified students become interested in the criminal justice field.
2	Majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas.	Students will demonstrate the following: the ability to use effective communication skills while under stress; to think critically and use observation skills necessary to be proficient in the performance	At least 75 percent of non-majors transfer students will receive a grade of "C" or better in Criminal Justice courses.	At the time of this assessment there was no measurable indicators that were being used to document non-major students. Beginning in Fall 2010 there will be measurable indicators to determine these	

		of criminal justice duties; exhibit a workable knowledge of terminology and concepts unique to the field of criminal justice.		factors.	
3	Working toward a 2-year terminal degree.	Students working toward a 2-year terminal degree will perform well enough to meet the requirements for graduation.	At least 65% of students working toward a 2-year terminal degree will receive a grade of "C" or better in Criminal Justice courses.	At the time of this assessment they were no measurable indicators that were being used to determine the documentation of this assessment indicator.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

DEPARTMENT: Humanities and Social Sciences

INSTRUCTIONAL AREA: English — Supports PRCC Strategic Goal(s): 1, 3

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide an academic program of study in the area of composition and grammar for students in the six-county district

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To offer courses that meet the needs of all students who are: majoring in English and/or education and planning to transfer to a senior college or university.	1,2 Transfer students will perform as well as or better than native students from the Mississippi comprehensive universities.	1,2 Student transfer data	1,2 Native GPA: USM: 2.54 MSU: 2.89 PRCC transfer GPA: USM: 2.59 MSU: 2.83	1, 2, 3, 4 Increase attention to students who are absent from class Return to use of the Hodges Harbrace Handbook because we had changed books and did not find them to be as effective Continue to collaborate with the personnel in the learning lab to refine assignments in critical reading and grammar and rhetoric and enhance the benefits of using the learning lab
2	majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas.	See 1,2 above	See 1,2 above	See 1,2 above	See 1,2,3,4 above

3	working toward a two-year associates degree	3,4 Students in a two-year degree program will perform satisfactorily in academic English courses that are part of their curriculum.	3,4 At least 65% of students working toward a two-year degree will receive at least a grade of 'C' or better in the academic English courses	3,4 A's 17% B's 28% C's 23% D's 9% F's 23% Total 'C' or better: 68%	See 1,2,3,4 above
4	working toward a two-year technical degree.	See 3,4 above	See 3,4 above	See 3,4 above	See 1,2,3,4 above

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

DEPARTMENT: Humanities and Social Sciences

INSTRUCTIONAL AREA: History, Political Science, Psychology, and Sociology — Supports PRCC Strategic Goal(s): 1, 3

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to which leads to an 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 provide an academic program of study in the areas of History, Political Science, Psychology, and Sociology in the six-county district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To offer courses that meet the needs of students who are... Majoring in History, Political Science, Psychology, and Sociology, and who plan to transfer to a senior college or university.	Transfer and non-major transfer students will demonstrate a basic knowledge of the key elements of History, Political Science, Psychology, and Sociology.	At least 67 percent of students majoring in either History, Political Science, Psychology, or Sociology will receive a grade of "C" or better in academic Social Sciences courses.	84.7 percent of students majoring in either History, Political Science, Psychology, or Sociology received a grade of "C" or better in academic Social Science courses.	Social Science Majors are currently meeting performance expectations. While student performance among this group has improved we will continue to work toward further improvements by clearly identifying expectations, providing continued updates as to performance in class, and encouraging students to seek out individual guidance and instruction during instructors' office hours.
2	Majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas.	Transfer and non-major transfer students will acquire the analytical, critical thinking, and cognitive skills needed in order to function as engaged citizens in the larger sociological and cultural	At least 65 percent of non-majors transfer students will receive a grade of "C" or better in academic Social Science courses.	70.5% percent of non-major transfer students received a grade of "C" or better in academic Social Science courses.	Continue to provide non-major transfer students with excellent instruction utilizing a variety of teaching methods. We will provide higher quality visual examples as more classes become equipped with multimedia projectors and smart boards. Also, improvement in communication between instructors and students will occur as blackboard courseware is

		context.			utilized by instructors.
3	Working toward a 2-year terminal degree.	Students working toward a 2-year terminal degree will perform well enough to meet the requirements for graduation.	At least 50 percent of students working toward a 2-year terminal degree will receive a grade of "C" or better in academic Social Science courses.	67.2%of students working toward a 2-year degree received a grade of "C" or better in academic Social Science courses	Technical students are meeting and exceeding performance expectations in Social Science courses here at Pearl River Community College. We will continue to provide exemplary instruction and a variety of course options in order to meet the particular needs of Vocational and Technical students All students are encouraged to utilize learning lab resources and online resources designed to complement in class instruction and enhance overall student performance. For example, sociology students are encouraged to use the online tutorial provided by the current textbook publishing company. This tutorial provides sample questions and additional readings. A new book review format has been adopted by history instructors which will require students to not only identify the work's thesis but also present evidence of support or a lack thereof chapter by chapter. This will require students to read the text in a much more engaging way. In order to develop critical evaluation and reading skills in our students, World Civilizations students will continue to be assigned specific excerpts from readers containing primary documents. Students will evaluate the reading's context, meaning, and significance to larger historical themes. Critical readings of historical documents will be especially important for history majors as they migrate to four-year schools.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 - 2010

DEPARTMENT: Humanities and Social Sciences

INSTRUCTIONAL AREA: Literature — Supports PRCC Strategic Goal(s): 1, 3

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide an academic program of study in the area of literature for students in the six-county district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To offer courses that meet the needs of all students who are majoring in English and/or education and planning to transfer to a senior college or university.	1,2 Transfer students will perform as well as or better than native students from the Mississippi comprehensive universities.	1,2 Student transfer data	1,2 Native GPA: USM: 2.54 MSU: 2.89 PRCC transfer GPA: USM: 2.59 MSU: 2.83	1,2,3,4 Increase attention to students who are absent from class Continue to collaborate with the personnel in the learning lab to refine enhancement of reading assignments Upgrade technology in the classrooms Continue to add to library of DVD's and software to accompany literature Offer two additional literature classes: Literature of Film and African-American literature
2	Majoring in other academic subject areas and must satisfy basic college requirements for	See 1, 2 above	See 1,2 above	1,2	See 1,2,3,4 above

	any of these subject areas.				
3	Working toward a two-year associates degree	3,4 Students in a two-year degree program will perform satisfactorily in academic English courses that are part of the technical curriculum.	At least 65% of students working toward a two-year degree will receive at least a grade of 'C' or better in the academic English courses.	3,4 A's 26% B's 37% C's 22% D's 8% F's 7% Total 'C' or better: 85%	See 1,2,3,4 above
4	working toward a two-year technical degree.	See 3, 4 above	See 3,4 above	See 3,4, above	See 1,2,3,4 above

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Humanities and Social Sciences

INSTRUCTIONAL AREA: Spanish — Supports PRCC Strategic Goal(s): 1, 3

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide an academic program of study in the area of foreign language for students in the six-county district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To offer courses that meet the needs of all students who are : majoring in Spanish and planning to transfer to a senior college or university.	1,2 Students of Spanish classes will demonstrate proficiency in four language areas: reading, writing, listening, and speaking. MFL 1213 students will understand basic present tense usages. MFL 1223 students will comprehend both preterite and imperfect tenses. MFL 2213 students will demonstrate an understanding of both past tenses, and rudimentary subjunctive mood. MFL 2223 students	1,2 Student performance will be assessed through quizzes (oral and written), chapter tests, exams, and classroom peer discussions.	1,2 MFL 1213 94.6% earned C or better MFL 1223 94.5% earned C or better MFL 2213 100% earned C or better MFL 2223 100% earned C or better	1,2 Alter student assessment to a form of measuring student learning outcomes for the foundations of foreign language: listening and speaking, reading and writing, and cultural content.

		demonstrate an active, growing knowledge and use of the subjunctive mood.			
2	majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas.				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

Position: Machine Shop Technology — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Machine Shop Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Student will demonstrate practical knowledge and skills such as grinding, cutting, and various machining operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	Enrollment – 20 Skill Attainment – 100% Completion/Graduation – 100% Retention – 100% Placement – 100% Non Traditional participants– 0% Non Traditional Completion – 0%	1. Under new guidelines for Perkins IV The following were met: Skill Attainment – Yes Completion/Graduation – Yes Enrollment retention – Yes Placement – Yes Non-Traditional participation – No Non- Traditional Completers – No Every effort will be made to meet all guidelines listed in Perkin IV. 2. Instructor meets with Supervisor and reviews Evaluation of Instructor by Student and Evaluation of Instructor by Supervisor. All evaluations are kept on file in Supervisor's office so Supervisor can monitor progress of any problem areas.
2	To teach and train Machining through classroom work and laboratory experience so	Students will demonstrate practical skills needed to master any type of machine	Administration, Evaluation of Instructors Student Evaluation of Instructors		3. Facilitating better instruction in the classroom and lab through the use of improved technology.

	they will be successful as an entry level machinist.	and any type of procedure.			

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Management Information Systems Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Management Information Systems Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills in software applications (word processing, spreadsheets, and database management), computer programming languages (Visual Basic, C++, and Database) and operating systems (Windows XP, 2000, Linux, Command Prompt), which are necessary for employment in entry level positions in the business industry.	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	The following standards were met: 100% of Level I; 100% of Level II indicators 100% of eligible students completed the program. 100% of eligible students received a degree. 100% of the graduates were placed in a job related to training or continued their education. 100% of the graduating students have demonstrated gain on academic skills.	The instructor has adopted new textbook and updated to the latest programming software. BlackBoard Software -- supplemental materials are being added; online gradebook is being utilized so that the student can see them; assignments are turned in through the Assignment Manager so students can see if they submitted their work, etc. The instructor will continue to utilize a data projector and SmartBoard. All students enroll can receive a copy of the programming software to install on their own computers. Students will be directed to our Placement Director for information about job placement opportunities. Contacts will be made with employers regarding job placements for students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

2	To provide students with a knowledge of business information systems and a firm background in C Programming, BASIC Programming, and Database Programming..	Students will meet or exceed the standards for the programs as set forth by the Computer Programming curriculum revision team. The student will acquire firm knowledge of information systems in order to analyze, write, test and debug, implement, and maintain computer programs.	MS-CPAS Administration. Evaluation of Instructors. Student Evaluation of Instructors.	Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor. This instrument was used by the instructor and administration to determine problems and develop plans for improvement.	The evaluation instrument is used to improve the program through whatever methods are deemed necessary.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PROGRAM: Medical Laboratory Technology

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.

RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide the technological education and clinical practice enabling graduates to perform effectively as a member of the healthcare team as defined in standards established by NAACLS and the MS Framework Curriculum, MS Department of Education Vocational-Technical Division, and Instructors from all of the Medical Laboratory Technology Programs in the state.	A minimum of 75% of the respondents to the graduate survey will indicate employment in various health care settings, or continue education.	A. Graduate and employer surveys. B. Graduate placement in jobs or education. C. Advisory Committee comments. D. Measures and Standards. E. PRCC administration and student evaluation of Instructors.	Low response to surveys. 100% with a job and/or in an online MT program. Advisory Committee and our Clinical Affiliates gave satisfactory comments of each clinical student's ability to perform proficiently	MLT campus labs and lectures will be revised to reemphasize the weak areas of the student.
2	To provide the Technical and Clinical education to enable the graduate to successfully pass the	Upon successful completion of the Medical Laboratory Technology curriculum 75% of the graduating class	Board of Registry result report	100% pass rate for 9 of our 10 students on their first time to take the Registry. 1 still has not taken the Registry.	Continue to revise lecture and labs in the lowest sub-content areas of the Board of Registry Exam results and statistics. The students are required to take at least 8 mock exams. The 1st

	Medical Laboratory Technician Exam	will be successful in the passage of the MLT Board of Registry Exam.		Our MLT Program mean scaled score is 550 and the National mean has not been posted yet.	exam the student must make at least 30 % to pass and the percentage for passing increases with each mock exam.
3	To provide an adequate campus labs for the MLT students to be proficient in their Clinical rotation & the work force.	100% of the students graduating from the Medical LaboratoryTechnology program will achieve a satisfactory evaluation on their Professional Evaluations in their clinical rotation.	Clinical Professional evaluation forms of Medical Laboratory Technology students with Instructor comments.	Clinical Affiliate instructors gave satisfactory comments of each clinical student's ability to perform proficiently at their facility.	Keep improving the MLT courses to promote teamwork and other
4	To actively recruit students who are interested in Medical Laboratory Technology	Upon exam of our Medical Laboratory Technology applicant pool at the deadline date, a minimum increase of 20% will be noted in the applicant pool.	Examine the applicant pool at deadline date for 20% increase. We are continuing to teach the allied health students at various high schools.	Continual improvement.	Evaluate the proficient performance and knowledge in college level mathematics, English, Allied Health A & P, and Principles of Chemistry.
5	To increase student retention.	Evaluate retention at the end of each graduating class and obtain a minimum increase of 10%.	Comparison of current retention numbers to the previous year.	Continual improvement.	MLT faculty are actively involved in ongoing discussion of program review and planning.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Medical Billing and Coding

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Medical Office Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train Medical Office Technology students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills required to transcribe medical reports and code diagnoses from ICD-9-CM/HCPCS code book and code services and procedures from CPT code book which are necessary for employment in entry level positions in the workforce as per State Department of Education framework curriculum.	Perkins IV Core Requirements Program Review Instrument Student Teacher Ratio Skill Attainment Completion/Graduation Enrollment Retention Placement	Perkins IV Core Requirements Student Teacher Ratio: **17/1** Skill Attainment 86% Completion/Graduation **100%** Enrollment Retention **100%** 100% Job, education, or military	1. Because of the rapid changes in Medicare and Medicaid, students must be aware of these changes through new textbooks, websites, government publications, etc. 2. Students who took the national certification exam in Medical Billing and Coding (CCA) passed in Summer of 2009. This assessment is immediate feedback for Fall 2010 semester in the Medical Billing and Coding program. This is an excellent indicator that what we are teaching satisfies the objectives for the national certification exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

			Non-Traditional Participation Non-Traditional Completion	68 students enrolled in program, 2 nontraditional enrollment (gender specific) - .03 percent Non-traditional enrollment is measured by gender/number of males participating.	
2	To give students specialized training in subjects required in the medical field and general administrative skills required in the field of medicine and its auxiliaries.	The student will acquire fundamental office skills and specialized training in the medical office field.	Administration. Evaluation of Instructors Student Evaluation of Instructors		3. Feedback in the form of daily tests, hour or production tests grades provides information needed to improve instructional methods. Blackboard testing also provides immediate feedback for student evaluation. Administration and Student evaluations provide feedback to instructors on how to improve teaching, testing, and communicating effectively with the student.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

Program: Medical Radiologic Technology — Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer allied health programs, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To add an important component to the health related professions, which are offered locally. Students do not have to travel out of district to obtain this important medical specialty.

OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1 To provide the biological, mathematical, and physical science foundation as well as the technological education and clinical practice enabling graduates to: A) perform effectively as entry-level radiographers as defined in the Standards for an accredited Educational Program in Radiological Sciences, as defined by the JRCERT, and under guidelines of the State approved national curriculum. B) perform effectively as a member of the health care team. C) successfully write the ARRT examination for diagnostic radiographers.	Pass rate on the American Registry of Radiologic Technologist (Radiography) registry. Program evaluation by graduates six to nine months post graduation. Employer evaluation of the graduates six to nine months post graduation. Average second year class grades for all didactic courses. Average second year grades for clinical GPA Percentage of graduates employees or seeking specialty training within three months, in the field using their education received at PRCC.	Measurements and standard: Program review instrument Enrollment Retention Completion Graduation Placement Occupational Skills Registry pass rate Academic gain MS-CPAS Student evaluation of instruction Administrative evaluation	 15 Soph/ 16 Fresh 81.57% 81.57% 81.57% 93.33% 100% 100% Pass Rate on ARRT First attempt	

	D) be prepared to pursue the baccalaureate degree. E) be prepared for advanced level studies into the specialty areas.				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 - 2010

Position: Nursing Assistant — Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for an entry-level position in the nursing assistant field. To provide a pre-requisite to nursing.

RELATIONSHIP OF UNIT TO PRCC MISSION: The nursing assistant program provides constituents with occupational and technical training for entrance into the workforce or as a pre-requisite to nursing or other medical related occupations.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide students with basic math, science and technical skills required to meet the criteria of an entry level nursing assistant as determined by NACES and the State Department of health and Health Care facilities.	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as evidenced by * return demonstration of all 23 state required skills * receiving a pass on written and skills evaluation * applying skills and practical knowledge in a clinical setting	75% of all students who attempt the program will complete.	94% of all students who attempted the program completed the program.	The results of the assessment data retrieved from this form will be used to improve all aspects of the program. The completion rate has decreased by 1%. Noted students unable to complete due to personal situations this semester. Plan: 1. Encourage students from day one to complete the program 2. Continue to enforce expectations in students of need to stay in class
2	To provide students with a variety of experiences including lecture, demonstration, lab exploration and clinical	Students will demonstrate practical knowledge and skills necessary for completion of	75% of those who complete the program and attempt certification will pass the state	90% of those completing the program and attempted the state nursing assistant exam given by the NACES organization PASSED the	Pass rate 93% this year. Noted that not as many students taking the NACES state exam as was done last year which can account for change in statistics. Plan: 1. Train the Trainer course for instructor

	application to gain knowledge and technical skills as pre-requisites to a vocational, college or university level nursing program	program as pre-requisites to a nursing program as evidenced by: * return demonstration of all 23 state required skills * receiving a pass on written and skills evaluations * applying skills and practical knowledge in a clinical setting	nursing assistant exam given by Pearson Vue/NACES 75% of all students completing the nursing assistant program who desire employment will become employed in the nursing assistant field. 75% of all students completing the nursing assistant program as a pre-requisite to a nursing program will continue their education in the nursing field.	state exam 99% of all students completing the nursing assistant program and who desired employment in health care, became employed in the nursing assistant field within 3 months of their graduation from the class. 100% of those completing the nursing assistant program as a pre-requisite for continuing their education did continue on to school.	10/23/10 2. Students to be encouraged to take the state exam. No change in the statistics. Employment opportunities offered during the semester. Acted as reference for many students. Encouraged many Nursing homes to come in and recruit students. Statistics continue to show that students who plan to enter nursing school from the beginning of the program are successful candidates for nursing school with 100% that enter as nurse aide candidates are passing state exam and going on to nursing schools around the state.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Nursing Education

INSTRUCTIONAL AREA: Associate Degree Nursing - Level I

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide instruction for Level I Associate Degree Nursing students in preparation for registered nursing licensure.	Upon completion of the first level of the ADN curriculum, the students will successfully demonstrate competent theory knowledge and clinical skills.	Theory Component: Final grade of 80 or above which includes minor, major and final exams. Clinical Component: Satisfactory summative clinical evaluation.	Faculty ratio of 1:10 clinical and 1:15 classroom maintained to provide instruction to 70-80 students newly admitted each semester. 78% level I students progressed to level II	Initiated faculty role to remediate students and retain students. Maintained faculty ration to meet state and national standards
2	To provide a state of the art campus laboratory/equipment and approved clinical agencies.	Contractual agreements with all clinical agencies will have at least state and/or national approval. Campus lab will have up to date equipment to prepare	Signed contractual agreements, student clinical agencies evaluations, employer evaluations and graduate follow-up evaluations. Clinical agency contracts will indicate state or national approval status.	Contractual agreements are held with all agencies who hold national and state approval and accreditation. Agreements are current. Evaluations are performed annually. Lab equipment is adequate	Contracts with state and nationally approved agencies provide experiences that meet required state and national expectations for the associate degree nursing program accreditation. Faculty attended workshops to learn about new

		beginning level nursing students.		for minimal experiences. Updated equipment would be helpful.	and innovative equipment and supplied. A simulation mannequin has been requested for the Fall of 2010.
3	To provide clinical experiences in approved clinical agencies.	Contractual agreements with all clinical agencies.	Signed contractual agreements between Pearl River Community College and the clinical agency. All agencies have State and/or national accreditation.	All experiences are in approved clinical agencies	State and national accreditation. Satisfactory clinical experiences

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Nursing Education

INSTRUCTIONAL AREA: Associate Degree Nursing - Level II — Supports PRCC Strategic Goal(s): 1, 3, 5

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.

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

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide instruction for Associate Degree Nursing students in preparation for registered nursing licensure.	(a) The class average of the students who successfully complete the ADN curriculum will score at or above 60% on the Assessment Technologies Institute LLC (ATI) comprehensive diagnostic examination. (b) The percentage of graduates who pass the National Council for Licensing Examination for Registered Nursing (NCLEX-RN) will be at or above the State ADN average on first writes.	(a) ATI results (b) NCLEX-RN results	Students scored 74.4% on comprehensive ATI predictors Graduate passage rate is 98%.	Refinement Maintains accreditation by state and national agencies attracts students and faculty to the program. Employers seek to hire graduates.
2	To prepare qualified students to become registered nurses hirable for various health care	A minimum of 75% of the respondents to the graduate survey will indicate employment in various health	Information obtained from Graduate and employer surveys are sent to graduates and employers at six and eighteen month intervals.	100% of respondents report graduates are employed within a 70 mile radius	Use information to obtain and maintain requirements for program accreditation.

	agencies within the community.	care settings within a 70 mile radius of the PRCC campus.	Employers will indicate satisfaction with graduates working within their facility. Most recent surveys received include the following agencies: Forrest General Hospital (Hattiesburg)Wesley Medical Center (Hattiesburg) Pearl River County Hospital (Poplarville) L. O. Crosby Hospital (Picayune) Nursing Homes (Picayune, Diamondhead, Slidell, Hattiesburg, and Lumberton) Slidell Memorial Hospital Northshore Medical Center (Slidell) Memorial Hospital of Gulfport Oschner Hospital (New Orleans		
3	To assure that nursing books, publications and periodicals are current and adequate to meet curriculum needs.	Textbooks and reference materials used in each course syllabus is current and adequate to meet the student's curriculum need.	ADN departmental course and textbook evaluations administered at the end of the school year.	Textbook evaluations show that students approve of textbooks. 80% strongly agree with textbook selection. Textbooks are evaluated and updated by faculty and students each year.	To keep course content current.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 - 2010

Program: Practical Nursing - Poplarville

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employment and to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acceptable nursing behaviors and pattern of lifelong learning.

OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1 To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills, which are necessary for employment in entry-level positions in the workforce according to State Department of Education framework curriculum.	MS Core Requirements including 1. Skill Proficiency: NCLEX-PN 2. Completion 3. Placement: Training related job, Cont'd. Education, employed in the field, employed in a field related to training, employed in unrelated field, unemployed, military and other. 4. Retention/ Transfer: 5. Non-Traditional Participation 6. Non-Traditional	1. 12 of 14 students have taken and passed the NCLEX-PN. 2 students have not taken. 2. There were 20 students to begin the program. 14 completed. 3. 12 students who completed the program and have successfully passed the NCLEX-PN are working in the nursing field. 4. 14 of 20 students were retained. There were no transfers. 5. 1 non-traditional student started the	1. ATI testing has been purchased and will begin in fall 2010 for each student. This online testing program will help tutor the students as well as give the instructors information on weak areas in which the student will need extra tutorial help and to identify possible curriculum changes for future classes. 2. Math and reading scores on the ACT have been increased as part of the admission process from 12 to 14 in each area to qualify for admission to Practical Nursing. 3. Follow up evaluations for the 2009 graduate employers have been utilized online in an effort to increase the return of the evaluations and help make the process more effective, less time consuming, and cost effective for the employers and increasing feedback needed to make curriculum changes. 4. Will administer remediation test for students who score below 80% on unit test and encourage use of learning lab and Related Studies for help with reading comprehension

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

			Completion	program but did not complete. 6. 0 non traditional completers.	and math skills. 5. Focus on non-traditional students at career fairs, local high schools, and working closely with recruitment and counseling center to interest more non-traditional students in practical nursing program. 6. See above
2	To provide learning opportunities whereby students may pass the national licensure exam ad begin entry-level work as an LPN.	A minimum of 70% of graduates who take the NCLEX-PN will pass on the first write as per state standards.	TABE of 12 in Math and Reading and ACT of 16 or above.	2. All students who were accepted into the program met the 12 score in math and reading on TABE test and had a 16 or greater on the ACT. 12 of 14 have successfully passed the NCLEX-PN and 2 are pending. 86% as of 09-07-10.	4. ATI –American Technologies Institute testing has been purchased to help tutor and identify weak area so t hat the student can get help in these areas as the material is covered. Will continue with the NCLEX-PN review by Rhinehart and Associates in third semester. Computerized testing for all students in summer semester until the student performs at least 95% on mock NCLEX-PN exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To graduate a competent entry level Occupational Therapy Assistants.

RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Occupational Therapy Assistant in order to fulfill the mission statement for occupational programs at Pearl River Community College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide the technological education and clinical practice enabling graduates to perform effectively as defined in standards established by ACOTE. (Accreditation Council for Occupational Therapy Education)	Students will demonstrate practical knowledge and skills which are necessary for employment in entry-level positions in the workforce according to State Department of Education Framework Curriculum	Measurements and Standards: • Program Review Instrument • Enrollment - 1.0 per FTE • Retention - 85 % • Completion - 85% • Graduation - 85 % • Placement - 75%	Enrollment: 2.3 per FTE Retention - 100% Completion - 22/25 = 88% Graduation - 22/25 - 88% Placement = 100%	All measures met or exceeded. Will seek to provide enhance student support to further improve retention rate.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

2	To train students to perform effectively as a member of a medical or community team that addresses health and wellness issues	Students will report overall satisfaction with program as per Student Assessment Tool. Areas with scores averaging less than "3" out of possible "5" will be reviewed for improvement.	Administrative Evaluation of Instructors	Exceeded 3/5 in all areas	
3	To prepare students to pass the NBCOT exam for OTA's.	>85% of graduates who take the NBCOT exam will pass exam on first attempt.	• Certification Pass Rate - 85%	16/17 = 94%	Continue to offer expanded NBCOT prep to maximize student proficiency in passing exam on first attempt.
4	To satisfy student and employer needs for associates level training in the field of Occupational Therapy for the role of assistant.	Employers will report overall satisfaction with preparation of entry-level practitioners per Employer Survey Form. Areas with scores averaging less than "3" out of possible "5" will be reviewed for improvement.	All Instructors will meet the minimum qualifications for employment (areas < 2 signify needs improvement) Student Assessment Tool Employer Assessment Tool	All areas met criteria for student and employer surveys.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Office Systems Technology (Forrest County Center) — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Office Systems Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train Office Systems Technology students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce. Students will demonstrate knowledge and skills in software applications (word processing, spreadsheets, database, computerized accounting, integration of software systems and telecommunications. The student will acquire knowledge of the entire office function as well as career options available within the office	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills	<u>Measures and Standards</u> Program Review Instrument Enrollment - 39 Retention - 82% Completion – 100% Graduation – 83% Placement – 87% Occupational skills – 93%	Instructor will continue to upgrade equipment and software whenever possible to keep up with industry standards. Instructor will continue to meet with advisory committee for suggestions about important issues to address in classroom. Instructor will encourage students to participate in learning lab activities to improve reading and math skills.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

2	To provide students basic business classes and more specialized training in the skill of office systems technology.	The student will acquire knowledge in basic office work in the one year program and may also acquire specialized training in the two year program.	Administration. Evaluation of Instructors Student Evaluation of Instructors.	The administration evaluation of the instructors was conducted. All categories were rated above average or excellent. The student evaluation of instructors was conducted and reviewed by the instructor and supervisor.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Office Systems Technology (Poplarville Campus) — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Office Systems Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train Office Systems Technology students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce.	Perkins IV Core Requirements Program Review Instrument	Perkins IV Core Requirements	Perkins IV Core Requirements
			Student Teacher Ratio	Student Teacher Ratio: **17/1**	To increase enrollment-- continue recruiting new students including non -traditional and special need students.
		Students will demonstrate knowledge and skills in software applications (word processing, spreadsheets, database, computerized accounting, integration of software systems and telecommunications. The student will acquire knowledge of the entire office function as well as career options available within the office.	Skill Attainment	Skill Attainment **93%**	Program met the state requirements for skill attainment. Continue to attain students especially those non-traditional and special need students.
			Completion /Graduation	Completion/Graduation **100%**	Continue to prepare students for exit exam. Exceeded the state requirement of 84.5%.
			Enrollment Retention	Enrollment Retention **100%**	Program met and exceeded state requirement of 73.6%.
			Placement	**79%** Job, education, or military	Exceeded state requirement of 78.1%. Continue employable skills training including resumes, job placement workshops and requiring students to attend career fair. Instructors provide personal

			Non-Traditional Participation- Non Traditional Completion	50 students enrolled in program, 2 nontraditional enrollment (gender specific) - .04 percent Non-traditional enrollment is measured by gender/number of males participating.	assistant in job placement. Met and exceeded the state requirement of 10.87%. These students are participants in other programs and I will try to recruit more non-traditional students into Office Systems Technology. Continue to recruit more males and provide encouragement for male students to complete the program and be positively placed.
2	To provide students basic business classes and more specialized training in the skill of office systems technology.	The student will acquire knowledge in basic office work in the one year program and may also acquire specialized training in the two year program.	Administration. Evaluation of Instructors Student Evaluation of Instructors.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

Program: Physical Therapist Assistant — Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of physical therapy and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To add an important component to the health related professions which are offered in the district. Students do not have to travel out of district to obtain this important medical specialty.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To follow the *Mississippi Framework Curriculum for the Physical Therapist Assistant* in providing the biological, mathematical, and physical science foundation, as well as, the technological education and clinical practice to enable graduates to: a.) perform effectively as entry-level PTAs as defined in the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*, b.) perform effectively as a member of	Enrollment in the PTA program will adhere to the MS State Dept. of Ed. Criteria of an average enrollment of 10 students per FTE.	Enrollment Average enrollment per FTE will be 10	This criterion is met as evidenced by enrollment as of May 2009 being 40 students with 2 FTE instructors. Laboratory sessions are such that there are 10 students per 1 instructor.	Assessment of this data reveals that there is compliance with the state mandated criterion for student/FTE ratio and there is adequate instruction for students with an instructor/student ratio of 1:10 in laboratory sessions.

	the health care team, and c.) successfully write the licensure examination for PTAs.				
2		As per the MS Dept. of Ed. there will be 86 % retention of students in the PTA program.	Retention:86% of students will complete and pass all levels of instruction Total students passed in program/Total students enrolled in program	This criterion was met as evidenced by beginning the academic year with 39 students and ending the year with 38 students, equaling 97% retention.	Assessment of this data reinforces efforts to attract more qualified application and the selection process, as well as instruction and remediation of students is adequate to meet this criterion.
3		As per the MS Dept. of Ed. 85% of PTA students will complete the program.	Completion: 85% of students will complete the program Completer level total passed/Completer level total enrolled	This criterion was met as evidenced by 18 students beginning the year and 18 students graduating, equaling a 100% completion rate.	This data is used to evaluate the effectiveness of instruction/remediation and learning to enable the student to progress toward graduation and clinical practice.
4		As per the MS Dept. of Ed. 75% of PTA students will receive and AAS degree.	Graduation 75% of students will receive an AAS degree Number to receive degree/Number receiving degree	This criterion was met as evidenced by 100% of students to receive an AAS actually receiving the AAS degree.	The continue assessment of the number of students earning the AAS degree is to ensure the program is providing the regional area with qualified PTAs.
5		As per the MS Dept. of Ed. 65 % of PTA program graduates will have job placement.	Placement 65% of graduates will have job placement	This criterion has been met as evidenced by 16 of 16 students who have taken the licensure exam have passed the exam, have a regular license and are employed as PTAs.	To continue to evaluate the number of jobs available in the regional area for PTAs and the consumer need for the continued number of students to be graduated.
6		As per the MS Dept. of Ed. 85% of PTA students will demonstrate occupational skill proficiency by passing the licensure exam.	Occupational Skills 85% of graduates will demonstrate occupational skill gain via passage of the licensure exam	As of this date (September 14, 2010) 16 of the 18 2010 graduates that have taken the licensure exam have passed the exam on the first attempt.	To continue to evaluate curriculum effectiveness in preparing the graduates for successful passage of the licensure exam.

7		As per the MS Dept. of Ed. 90% of PTA student will demonstrate academic gain.	Academic Gain 90% of student will demonstrate academic gain via passage of each academic class with a grade of "C" or Better	This criterion was met as evidenced by all student in the PTA program passing all academic courses with a "C" or better.	To continue to evaluate the ability of student to successfully complete the academic portion of the curriculum for success in all studies.
8		Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	PTA students will demonstrate and skills proficiency via 100% of all proficiency check off criteria being mastered.	This criterion was met as evidenced by all student in the PTA program being able to successfully check off all proficiency skills (100% compliance)	To continue to ensure adequate instruction and curriculum for students to be able to gain competency in skills as required by the State Department of Education framework curriculum.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employment and to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acceptable nursing behaviors and pattern of lifelong learning.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills, which are necessary for employment in entry-level positions in the workforce according to State Department of Education framework curriculum.	MS Core Requirements including 1. Skill Proficiency: NCLEX-PN 2. Completion 3. Placement: Training related job, Cont'd. Education, employed in the field, employed in a field related to training, employed in unrelated field, unemployed, military and other. 4. Retention/ Transfer:	1. 4 of 25 students have taken and passed the NCLEX. 21 students have not taken. 2. 30 students started, 6 did not complete. One (1) readmission from the 08-09 school year. 25 completed. 3. 3 of the 4 students who have passed NCLEX are now working in the nursing field. 2 students are in full time academic classes at FCC. 2 students are working in positions related to training. 4. 24 of 30 were retained. There were no transfers. 8 or the 10 dual PN students were retained. 3 males in this class	ATI testing has been purchased and will begin in fall 2010 for each student. This online testing program will help tutor the students as well as give the instructors information about areas of weakness, where tutorial help is available. Math & reading ACT sub-scores have been increased as part of the admission process from 12 to 14. Follow up evaluations for the 2009 graduate employers have been utilized online in an effort to increase the number of returns and the feedback information, to make the process more effective, less time consuming, and cost effective for the employers and PRC. We have instituted this with our graduates for more effective communication.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 - 2010

			5. Non-Traditional Participation	5. Non-traditional students are based on gender or GED status: 7 students	
2	To provide learning opportunities whereby students may pass the national licensure exam ad begin entry-level work as an LPN.	A minimum of 70% of graduates who take the NCLEX-PN will pass on the first write as per state standards.	TABE of 12 in Math and Reading and ACT of 16 or above.	All students admitted into the program met the sub-score of 12 in math and reading.	ATI testing will be used with our new students to help with retention and board preparedness via remediation. The ATI will mimic board questions/situations to challenge students. We want our graduates to be comfortable with the testing format and the level of intensity of the questions. ATI was selected to help with these needs. Rinehart Review has been very helpful with remediation, test taking skills, and a structured comprehensive overview of the year of study.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Quality Enhancement Plan — Supports PRCC Strategic Goal(s): 1, 3, 5

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide leadership and to implement the Quality Enhancement Plan.

RELATIONSHIP OF UNIT TO PRCC MISSION: To fulfill the Mission of the College through the implementation of the Quality Enhancement Plan.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide adequate technology to support the implementation of the Quality Enhancement Plan.	Budget support of the Quality Enhancement Plan will continue for the duration of the program.	At least 90% of the initial Quality Enhancement Plan funds will be budgeted for each fiscal year of the program.	Funding at this level has been provided for the 2009-2010 fiscal year.	Funding at this level will be continually requested.
2	To provide adequate training support for instructors of the courses included in the Quality Enhancement Plan.	Training will be offered to instructors currently involved in Quality Enhancement Plan courses and will be involved in the future.	The Quality Enhancement Plan will be expanded as instructors become trained and share best-practices with other colleagues.	Training has been provided throughout the year under the coordination of the Training Work Group.	Future training has been crafted and scheduled according to evaluations received after current training has been completed and information collected on faculty surveys.
3	To provide current technology for courses included in the Quality Enhancement Plan.	Adequate technology will be added throughout the College to support the Quality Enhancement Plan.	Assessment of resources will provide information of instructional technology needs.	Current technology hardware and software has been provided in the classroom and Mathematics Laboratory. Maximum capacity of the Mathematics Laboratory on the Poplarville campus has been met; as a result plans	Need a separate testing center in order to relieve the Mathematics Laboratory of increased traffic while providing the students with a more appropriate testing environment.

				are being made to expand into the Computer Science Lab. Due to expanded class offerings at the Forrest County Center, more classes are taught in the Computer Science computer lab.	
4	To properly assess the impact of the Quality Enhancement Plan.	An analysis of data will gauge the effectiveness of the Quality Enhancement Plan.	Data collected through pre-tests/post-tests, technology surveys, attitude survey, national standardized tests, and exit surveys will be used to illustrate the effect technology has had upon the Quality Enhancement Plan treatment group retention rates.		
			Pre-test and post-test comparisons will be used to examine student learning.	No significant differences in pretest and final examination data.	Department final examination will be sufficient to compare academic achievement between treatment and control groups. The final examination measures current student learning outcomes.
			Technology surveys will provide insight into each student's exposure to technology.	Surveys indicated students have access to technology outside of the classroom.	Monitor surveys for trends of future technology.
			The attitudinal survey measures the changes in a student's attitude toward mathematics.	Attitude survey continues to indicate a correlation between attitude and final grade.	Monitor future changes.
			Exit surveys will be completed by students withdrawing from	Exit surveys completed during the 2008-2009 academic year indicated students did not withdraw as a result of technology implementation.	Continued effort in conducting exit survey. Percentage of responses of students who withdrew and completed the exit survey. This was not necessarily a good sample due to students exiting course prior to completing survey. Also, students can mark more than one response per item. Fall 2008 67% an effort to evade failing 19% avoid being cutout due to absences 4% schedule conflict

				Fall 2009 MAT 1313 Treatment 59.90% Success 15.89% Withdraw Control 43.48% Success 21.74% Withdraw MAT 1233 Treatment 49.83% Success 15.82% Withdraw Control 47.06% Success 12.75% Withdraw MAT 0123 Treatment 27.93% Success 21.62% Withdraw Control 36.00% Success 18.67% Withdraw Spring 2010 MAT 1313 Treatment 57.45% Success 12.73% Withdraw Control 41.38% Success 13.79% Withdraw MAT 1233 Treatment 37.16% Success 21.62% Withdraw Control 50.00% Success 16.67% Withdraw MAT 0123 Treatment 34.38% Success	4% unprepared for class 4% personal problems 1% technology associated with course Spring 2009 44% an effort to evade failing 31% avoid being cutout due to absences 7% technology associated with course 7% schedule conflict 7% personal problems 3% unprepared for class 2% economy

				22.92% Withdraw Control 48.00% Success 16.00% Withdraw	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009-2010

Program: Related Studies — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To identify and provide remedial assistance to special populations students in the areas of Reading and Math.

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as a support component to students enrolled in the career and technical programs at PRCC.

	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) **WHAT** should a student know, think, or be able to do upon completion of program/course?	ASSESSMENT CRITERIA –Criterion for Evaluation (Variables related to success of intended outcome) **HOW** will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) **WHAT** was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a **CHANGE** or **IMPROVE** or state that no improvement is needed.
1	At the end of the semester, students will demonstrate at least one grade level increase in reading in the areas of literal and critical comprehension.	Pre TABE Reading Test Post TABE Reading Test Skills Bank IV Reading	The results of a reading TABE posttest indicated an average increase of 2.8 grade levels in comprehension reading skills from the beginning of the semester to the end.	No improvement is needed.
2	At the end of the semester, students will demonstrate at least one grade level increase in mathematics in the computation of whole numbers, fractions, decimals, percents, and equations.	Pre TABE Math Test Post TABE Math Test Skills Bank IV Mathematics	The results of a TABE posttest in basic mathematics indicated an average increase of 1.4 grade levels from the beginning of the semester to the end of the semester.	I plan to monitor individual lesson grades more closely to remediate failed objectives more often.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To graduate a competent advanced-level respiratory care practitioner.

RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Respiratory Care Practitioner Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)

1	To provide the biological, mathematical and physical science foundation as well as the technological education and clinical practice enabling graduates to perform effectively as advanced-level respiratory care practitioners as defined in standards established by CoARC (Committee on Accreditation for Respiratory Care).	Students will demonstrate ability to comprehend, apply and evaluate didactic and clinical information relevant to their role as a Respiratory Care Practitioner.	Measurements and Standards:
			• Program Review Instrument
			  • Enrollment
			  • Retention
			  • Completion
			  • Graduation
			  • Placement
			  • NBRC
			  • SAE – Self Assessment – written
			  • Student Evaluation of Instruction
				Enrollment remains at maximum allowed, with 20 sophomores and 22 freshmen.
				
				Retention meets all thresholds. 83% graduated in 2009. We are on schedule to graduate 91% of students enrolled for 2009-2010 class
				
				Completion and graduation: 83% graduated on time and 91% should graduate this December.
				
				Placement: We continue to have 100% job placement.
				
				NBRC: 85% of students graduating in 2009 passed the NBRC CRT Exam.
				
				SAE – Written Exam: 90% of students from 2009 passed this exam. The class of 2010 is scheduled to take this exam in November.
				
				Student evaluations of instruction met all
					The NBRC has recently made changes to the requirements for Respiratory Therapy Program. No longer will the RRT Exam be used as an outcomes measurement for accreditation. With this in place, we excel in all areas being measured.
					
					Our selection process has allowed us to accept outstanding students into the program. By doing this, our retention rates continue to be high.
					
					Due to the reputation of this program, our students are recruited by hospitals throughout the south. This includes UAB in Birmingham, North Oakes in Hammond, UMC I n Jackson as well as the local hospitals.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

				cut scores as established by CoARC for accreditation. Administrative Evaluation of Instructors met all cut scores as established by CoARC for accreditation.	
2	To perform effectively as a member of the health care team.		Faculty Evaluation of students Employer Evaluation of graduates	We have exceeded the required threshold for student evaluations as well as Employer Evaluations of Graduates.	
3	To pass the NBRC (National Board for Respiratory Care) exam for entry-level and advanced level practitioners.		NBRC Results NBRC Self Assessment Exam results	NBRC: 85% of students graduating in 2009 passed the NBRC Entry Level - CRT Exam. The remaining 3 students have not yet attempted this exam.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

DEPARTMENT: Science, Mathematics, and Business

INSTRUCTIONAL AREA: Biology — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide quality instruction in courses which parallel the first two years of a Bachelor's degree for Biology majors	Students will demonstrate mastery of subject matter in courses for majors of biology.	Student performance on examinations in both lecture and laboratory for biology majors.	A- 25% B- 30% C- 35% D- 5% F- 5%	For 1,2, and 3 Mastering Biology, Mastering Microbiology and Mastering A&P are being utilized by instructors to supplement and augment student learning. Instructors are actively engaged in the use. Instructors are developing YouTube Videos for student enhancement by means of SMART software and SMARTBoard and Sympodium use. SMB department set up and has maintained a science computer room for student use. 12 netbooks are available to the students during times when instructors are available.
2	To offer quality instruction, including appropriate laboratory components, for students majoring in other academic subject areas who must satisfy basic college core	Students will demonstrate their knowledge of basic principles of biology including laboratory skill.	Student performance on examinations in both lecture and laboratory.	Grade Distribution in biology classes for non-major students A- 23% B- 31% C- 24% D- 10% F- 12%	Many biology classes are using BlackBoard as provided by the college, both for grade posting and lesson posting. Many biology instructors are using "Clickers" to stimulate student engagement in learning and testing.

	requirements.				PRCC continues a hybrid General Biology course: lecture online and lab on campus. PRCC continues to offer a field biology course, for students to learn in the "real" environment.
3	To offer courses, including laboratory components, that meet the needs of all students who are working toward a two-year technical degree	Students in a two-year technical degree program will perform satisfactorily in biology courses which are part of the technical curriculum.	At least 60% of the students working toward an Associate in Applied Science degree will receive at least a grade of AC@ or better in the academic science courses.	Grade distribution in bio classes for 2-yr technical students A- 29% B- 27% C- 24% D- 11% F- 9%	PRCC bookstore stocks items to assist learners (ex. Skulls, skeletons). Video data projectors are used in the sciences to allow for modeling of computer modules in the classroom, and viewing appropriate videos. New permanent projectors have been installed in several classrooms, with intent to provide other classroom with this equipment in the future. Faculty regularly attend and present at state and national professional development organizations, both in and out of the science areas. Faculty members hold state and national positions: Mississippi Science Teachers Association – 2 members of the Board of Directors; Director of the Outstanding Biology Teaching Award for Mississippi; Affiliates Coordinator for the National Association of Biology Teachers; Delta Kappa Gamma Society International – Mississippi State Editor. Faculty regularly attend update sessions on the computer/online components of their respective

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Science, Mathematics and Business

INSTRUCTIONAL AREA: Business — Supports PRCC Strategic Goal(s):

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF UNIT TO PRCC MISSION:

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide quality instruction in courses which parallel the first two years of a Bachelor's degree for majors in Business Administration	Students will demonstrate mastery of subject matter in courses for majors in Business Administration.	Student performance on examinations from both lecture and homework assignments which include reports and Internet assignments.	Grade distribution for Business Administration majors enrolled in academic business classes. A = 34% B = 25% C = 17.9% D = 7% F = 5.4% W = 10.7%	Guest speakers for several classes. Outside resources, such as Wall Street Journal, was used in classes.
2	To offer quality instruction for students majoring in other academic subject areas who must satisfy basic college core requirements.	Students will demonstrate their knowledge of basic principles of all business courses.	Student performance on examinations from both lecture and homework assignments which include reports and Internet assignments.	Grade distribution for non-majors taking academic business courses: A = 29% B = 22.2% C = 14% D = 7.9% F = 14% W = 12.5% I = 0.4%	
3	To offer courses that meet the needs of all students who are	Students in a two-year degree program will perform satisfactorily in the business courses which	At least 60% of the students working toward an Associate in Applied Science degree will	Grade distribution for students enrolled in a two-year degree program: A = 18% B = 27%	

	working toward a two-year technical degree.	are part of the technical curriculum.	receive a grade of "C" or better in academic business courses.	C = 16% D = 9.5% F = 9.5% W = 20%	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

DEPARTMENT: Science, Mathematics and Business

Position: Chemistry

Supports PRCC Strategic Goal(s): 1, 3

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide quality instruction in courses which parallel the first two years of a Bachelor=s degree for majors in Chemistry, Biochemistry and Polymer Science.	Students will demonstrate mastery of subject matter in courses for majors in chemistry.	Student performance on examinations in both lecture and laboratory for chemistry majors.	Have no students with a declared major of Chemistry, Biochemistry, or Polymer Science.	Encourage students to major in chemistry and to declare their major.
2	To offer quality instruction, including appropriate laboratory components for students majoring in academic subject areas for which chemistry is a prerequisite.	Students will demonstrate mastery of subject matter in courses in chemistry and in courses with a chemistry prerequisite.	Student performance in chemistry courses and courses with a chemistry prerequisite. Student transfer data.	Grade distribution for General Chemistry I students who are enrolled in Engineering Physics or Organic Chemistry in the fall of 2010. Total of 5 students. A = 3 B = 2 The GPA of our PRCC transfer students attending MSU was 2.79 as compared to 3.19 for native undergraduate students for fall of 2009. All transfer students GPA was 3.04 for	Incorporate more of the Mastering Chemistry platform into the chemistry classes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

				Fall 2009.	
3	To offer quality instruction, including appropriate laboratory components for students majoring in other academic subject areas who must satisfy basic college core requirements.	Students will demonstrate their knowledge of basic principles of chemistry including laboratory skill.	Student performance on examinations in both lecture and laboratory. Student Transfer Data	Grade distribution for chemistry classes of non major students enrolled in General Chemistry I in the Fall of 2009. Fall 2009 A = 8.8 % B = 19.7 % C = 21.9 % D = 11.7 % F = 13.9 % W = 24.1 % The GPA of our PRCC transfer students attending USM was 2.59 as compared to 2.55 for native undergraduate students for Fall 2009	Incorporate more of the Mastering Chemistry platform into the chemistry classes.
4	To offer courses, including appropriate laboratory components, that meet the needs of all students who are working toward a two-year technical degree.	Students in a two-year degree program will perform satisfactorily in chemistry courses which are part of the technical curriculum.	At least 60% of the students working toward an Associate in Applied Science degree will receive at least a grade of C or better in the academic science courses.	Grade distribution for chemistry classes of two-year technical students enrolled in academic chemistry classes. Fall 2009 A = 26.8 % B = 29.3 % C = 17.1 % D = 4.9 % F = 9.8 % W = 12.2 % Have a 73.2 % C or higher in these classes.	To increase the performance of these students, more hands on activities are being incorporated into the class. Also more of the Mastering Chemistry platform is being used in the class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

DEPARTMENT: Science, Mathematics and Business

Position: Computer Science

Supports PRCC Strategic Goal(s): 1, 3

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To offer courses, including appropriate laboratory components, that meet the needs of all students who are: majoring in computer science, and planning to transfer to a bachelor=s degree granting institution;	Students will demonstrate mastery of subject matter in courses for Computer majors	Student performance on examinations in both lecture and programming laboratory components for Computer majors	1a. Evaluated the textbooks and syllabi used in 2009-2010 semesters. 1.b. Grade distribution for computer science classes for major students (total of 10). Fall 2009 A – 20% D – 10% B – 10% F – 40% C – 20% W – 0%	1a. Determined to update to new edition of the textbook used for fall 2009. Reviewed and revised the course syllabi to include student learning outcomes. 1b. Even though numbers are still relatively low, there is an increase from the last few years in the number of students in the class. We plan to continue to encourage students to take the programming classes through brochures, and through keeping advisors informed of areas requiring the class.
2	Majoring in other academic subject areas and must satisfy basic college core requirements in this subject area.	Students will demonstrate their knowledge of basic principles of computer concepts including hands-on computer skills.	Student performance on examinations in lecture, reading, and hands-on computer skills.	2a. Reviewed available textbooks and software for CSC 1113 to determine which best fit our approach to the course.	2a. Changed to online textbook and software for the CSC 1113 classes beginning fall 2010. This both to improve the quality of the material and to decrease the cost to the students for the class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

				2b. Grade distribution for computer science classes for non-major students enrolled in academic computer science classes for Fall 2009 (319 students): A – 31.9% F – 14.2% B – 25.4% AU – 0.3% C – 15.3% W – 5.6% D – 7.4% 72% of students received at least a grade of "C" in this course for fall 2009. Pre-test/post-test administered. The average improvement was 31%.	2b. The grade results are reasonable for a college-level class.
			At least 60% of students working toward a two-year technical degree will receive at least a grade of "C" or better in the academic computer classes.	2c. Grade distribution for computer science classes of two-year technical students enrolled in academic computer science classes for Fall 2009 (35 students): A – 28.6% D – 8.6% B – 25.7% F – 8.6% C – 22.9% W – 5.7% 77% of students received at least a grade of "C" in this course for fall 2009.	2c. The grade results are reasonable for a college-level class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

DEPARTMENT: Science, Mathematics and Business

INSTRUCTIONAL AREA: Mathematics, Physics, and Engineering — Supports PRCC Strategic Goal(s): 1, 3

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To provide quality instruction in courses which parallel the first two years of a Bachelor's degree for majors in Mathematics, Physics, and Engineering.	Students will demonstrate mastery of subject matter in courses for majors in Mathematics, Physics, and Engineering. Upon transferring to a Mississippi comprehensive university, students will perform as well as or better than native students.	Student performance on examinations in both lecture and laboratory components for mathematics, physics, and engineering majors. Student Transfer Data	The GPA of PRCC transfer students attending MSU was 2.79 compared to 3.19 for native students and 3.04 for all transfer students. Students need improvement in their understanding of logarithms.	Continued informal monthly training sessions for faculty. Began a small computer lab for science students. Faculty work the lab during their conference time.
2	To offer quality instruction for students majoring in other academic subject areas who must satisfy basic college core requirements.	Students will demonstrate their knowledge of basic principles of mathematics.	Student performance on assignments and examinations in College Algebra.	Fall 2009 College Algebra A = 23.9% B = 27.5% C = 22.6% D = 10.5% F = 15.5%	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

3	To offer courses, including appropriate laboratory components, that meet the needs of all students who are working toward a two-year technical degree.	Students in a two-year degree program will perform satisfactorily in academic mathematics courses which are part of the technical curriculum.	At least 60% of students working toward a two-year technical degree will receive at least a grade of >C= or better in the academic mathematics classes.	Fall 2009 College Algebra A = 8% B = 21% C = 24% D = 9% F = 15%	
4	To offer courses, including appropriate laboratory components, that meet the needs of all students who are in need of remediation in mathematics.	Students will be prepared for the college level mathematics course that their course of study requires	Student performance on examinations and assignments for College Algebra students that were previously enrolled in a developmental mathematics course.	Fall 2009 Students in College Algebra previously in Intermediate Algebra A = 6% B = 27% C = 32% D = 19% F = 17%	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009-2010

PROGRAM: Surgical Technology

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

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer allied health programs, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION:

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To follow the *Mississippi Framework Curriculum for Surgical Technology* in providing the biological, mathematical, and physical science foundation, as well as the technological education and clinical practice to enable graduates to: a.) Perform effectively as entry-level Surgical Technologists as defined by the Accreditation Review Committee-Surgical Technologist and by the Association of Surgical Technology.	Students will demonstrate practical knowledge and skills which are necessary for employment in entry-level positions in the workforce according to State Department of Education framework curriculum. The program shall demonstrate that graduation levels are maintained at a level appropriate to the institution, community, and/or other accrediting bodies. ARC-ST Benchmark is 70%.	Graduation Results	Of the 15 students enrolled, 9 passed all levels of instruction. Our retention rate was 60%. We also had a class that began in August with 16 enrolled.	Standards were met. However: Although our retention rate is below the 70% benchmark set by the ARC-ST, we hope that the retention rate will increase. With the help of the Advisory committee we hope this will increase.

	b.) Perform effectively as a member of the health care team. c.) Successfully write for the national certification exam.				
2		The program shall demonstrate job placement for graduates is maintained at a level appropriate to the institution and its mission in its service area (continued education is considered equivalent). ARC-ST Benchmark is 80%.	Placement	Of the 9 graduates, 8 are employed in the field or returned to school. Our placement rate was 89%.	
3		Employer satisfaction must be demonstrated for entry-level graduates who have been in the field for one year. ARC-ST Benchmark is 85%.	Employer Survey Results	Employer satisfaction was at 100% with 100% return rate.	
4		Graduate satisfaction must be demonstrated for entry-level graduates who have been in the field for one year. ARC-ST Benchmark is 85%.	Graduate Survey Results	Our graduate satisfaction rate was 100% with 100% return rate.	
5		The program shall demonstrate acceptable pass rates for the NBSTSA Program Assessment Exam. ARC-ST Benchmark is 75%.	NBSTSA Program Assessment Exam.	Of the 9 graduates taking the Program Assessment Exam, 8 passed. Pass rate was 89%.	
6		The program shall demonstrate that community needs are assessed routinely through Advisory Committee	Advisory Committee Comments	Advisory Committee continues to make suggestions about retention rates.	

		meeting.			

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PROGRAM: Utility Lineman Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Utility Lineman Technology to students within the PRCC district.

OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1 To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills in the curriculum of Utility Lineman Technology which include but are not limited to: Being familiar with basic electrical/electronic circuits, Pole Climbing, National Electric Safety Code, Power Transmission and Distribution Grids, Overhead Construction, Underground Construction, Heavy Equipment Operation, and Truck Driver Training.	<u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	1. The following standards were: 100% of level I; 100% of level II indicators, average enrollment per FTE is 30. Enrollment retention was 100% of eligible students completed the program. 100% of eligible students received a degree or certificate. 100% of the graduates were placed in a job related to training or continued their education. 100% of the students demonstrated gain on academic.	1. Instructors will research new materials and textbooks for courses. Instructors will attempt workshops in order to stay current with technical changes. Instructors will maintain constant contact with employers and people of the industry for job placements for students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

2	To provide student with the skills needed to Safely work within the Utility Lineman Technology Field	Students will meet or exceed the standards for the programs as set forth by the Utility Lineman Technology curriculum revision team.	MS-CPAS Administration. Evaluation of Instructors. Student Evaluation of Instructors.	2. No MS-CPAS has been created for the program yet. 3. Each instructor was evaluated by administrative personnel. 4. Each instructor was evaluated by students. This instrument s was used by the instructor and administration to determine problems and develop plans for improvement.	2. The evaluation instrument is used to improve the program through whatever methods are deemed necessary.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

PROGRAM: Web Development Technology — Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.
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4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
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6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Web Development Technology to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Students will demonstrate practical knowledge and skills pertaining to website design, e-commerce development, Internet programming, Web server administration, and project management which are necessary for employment in entry level positions in the workforce per State Department of Education framework curriculum.	1. Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	1. The following standards were met: 100% of Level I; 100% of Level II indicators; Average enrollment per FTE is 21. Enrollment Retention was 100%. 100% of eligible students completed the program. 100% of eligible students received a degree. 100% of the graduates were placed in a job related to training or continued their education. 100% of the students demonstrated gain on academic skills.	1. Instructors will research new materials and textbooks for courses. Instructors will attempt to attend workshops in order to stay current with technical changes. Computer software and hardware has been upgraded in labs. All students enrolled can receive a copy of the programming software to install on their own computers. Contacts will be made with employers regarding job placements for students.
2	To provide the student with the necessary Knowledge and skills to obtain employment in the Web development arena or the advancement of their education in Web related technologies.	Students will be prepared to continue their education at a higher institution should they choose to do so by following the specialized curriculum.	2. MS-CPAS 3. Administration. Evaluation of Instructors. 4. Student Evaluation of Instructors.	2. 100% of students taking MS-CPAS scored above required levels. 3, 4. Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor. This instrument was used by the instructor and administration to determine problems and develop	2. The evaluation instrument is used to improve the program through whatever methods are deemed necessary.

				plans for improvement.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2009 – 2010

PROGRAM: Welding (Forrest County Center)

Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Welding to students within the PRCC district

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Student will demonstrate practical knowledge and skills such as grinding, cutting, and various welding operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	Measures and Standards Program Review Instrument Enrollment - 18 Retention – 83% Completion – 100% Graduation – 100% Placement – 30% Occupational skills 69%	If standards are not met, the instructor and administration must develop a local improvement plan. If standards are not met two years in a row, the instructor and administration and the State Department of Education personnel will develop a joint improvement plan. If standards are not met for three years in a row, the program will be terminated. The evaluation instrument is used to improve the program through whatever methods are deemed necessary.
2.	To teach and train Welding through classroom work and laboratory experience so they will be successful as an entry level welder	Students will demonstrate practical skills needed to master any type of welding machine and any type of welding/cutting procedure	2. Administration, Evaluation of Instructor 3. Student Evaluation of instructor	Instructor was evaluated by administrative personnel and students using the Evaluation of Instructor Instrument. This instrument was utilized by the instructor and administration to determine problems and develop plans for improvement.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2009 – 2010

Position: Welding (Poplarville Campus) Supports PRCC Strategic Goal(s): 1, 3, 7

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Welding to students within the PRCC district.

	OBJECTIVES - Broad description of intended impact on students (Program goals)	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student)	ASSESSMENT CRITERIA – Criterion for Evaluation (Variables related to success of intended outcome)	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved)	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)
1	To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.	Student will demonstrate practical knowledge and skills such as grinding, cutting, and various welding operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	<u>Measures and Standards Program Review Instrument</u> Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain	Enrollment – 27 Skill Attainment – 100% Completion/Graduation – 100% Retention – 100% Placement – 87% Non Traditional participants– .0% Non Traditional Completion - .0%	1. Under new guidelines for Perkins IV The following were met: Skill Attainment – Yes Completion/Graduation – Yes Enrollment retention – No Placement – Yes Non-Traditional participation – No Non- Traditional Completers – No Every effort will be made to meet all guidelines listed in Perkin IV. 2. Instructor has results of latest MS-CPAs test for each student in program. These results will be used as a means of evaluating the electrical program as compared to other electrical programs in the state. 3. Instructor meets with Supervisor and reviews Evaluation of Instructor by Student and Evaluation of Instructor by Supervisor. All evaluations are kept on file in Supervises

					office so Supervisor can monitor progress of any problem areas. 4. Added additional instructor to program.
2	To teach and train Welding through classroom work and laboratory experience so they will be successful as an entry level welder.	Students will demonstrate practical skills needed to master any type of welding machine and any type of welding/cutting procedure.	Administration, Evaluation of Instructors Student Evaluation of Instructors		

Program Review

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

MISSION STATEMENT

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

STRATEGIC GOALS

1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.

2. To provide quality student services.

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

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

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

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

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

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

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

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

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

A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.

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

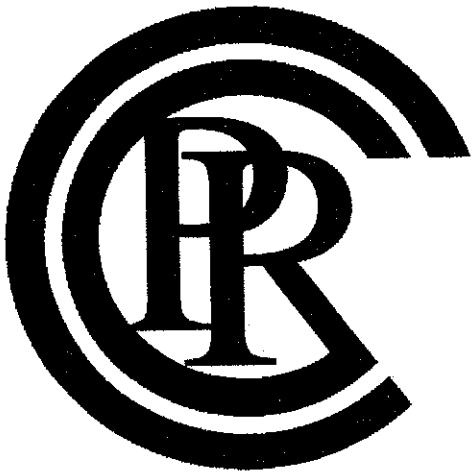
- Acknowledge achievements/attainments.
- Identify strengths and weaknesses and develop recommendations/suggestions for change.
- Provide a systematic evaluation and improvement process for instructional programs.
- Develop a sense of cohesiveness, shared responsibility, and growth among faculty and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

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

Program review is a self review process through which a program area is examined. It entails analyzing data, drawing conclusions, arriving at and implementing recommendations, and assessing the outcomes following implementation. Included in this document will be the program review for the General Education Program and for the College Libraries.

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEWS



COLLEGE LIBRARIES
GENERAL EDUCATION

2009 - 2010

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

MISSION STATEMENT

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

STRATEGIC GOALS

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2. To provide quality student services.

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

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

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

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

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

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

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

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

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

A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.

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

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

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

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

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

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

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

PEARL RIVER COMMUNITY COLLEGE

COLLEGE LIBRARIES
PROGRAM REVIEW

2006 - 2009

PEARL RIVER COMMUNITY COLLEGE

COLLEGE LIBRARIES DEPARTMENT

2006-2009 PROGRAM REVIEW

PEARL RIVER COMMUNITY COLLEGE
COLLEGE LIBRARIES DEPARTMENT

A. Description/Purpose/History

PURPOSE

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

GOALS

1. To select, acquire, and organize print, non-print, and online materials that will meet the needs of faculty, staff, and students in an atmosphere that encourages learning.

2. To provide comprehensive, current collections of diverse materials and formats purchased in compliance with sound selection guidelines.

3. To provide appropriate technology in order to enhance learning, instruction, and information retrieval.

4. To adequately staff College Libraries facilities on all three campuses with qualified individuals and to serve users in a professional manner.

5. To maintain and develop College Libraries services that meet the educational needs and interests of the college community.

6. To provide resources to the distance education learner as well as the traditional learner.

7. To serve as an extension of the classroom by providing an orientation program that teaches effective use of the College Libraries' resources and encourages the use of all materials.

8. To provide media services to faculty and staff in order to support them in their teaching and presentations.

9. To cooperate with other institutions, libraries, and agencies in the sharing of resources throughout the state.

HISTORY

Pearl River County Agricultural High School opened its doors to students in 1909 with a very limited budget for books and supplies. For the next twelve years the books for reading were obtained as gifts from friends of education. There was no definite assigned place to house them so they were kept in the various classrooms.

Through the efforts of some influential citizens of the county, the Board of Trustees, and Superintendent J.A. Huff, the school applied for junior college status and received it in 1922. The first order of books was approved by the board in April, 1922. Since the school had received junior college status administrators strived for higher goals for the college and hired the first librarian. On December 7, 1926, the Board of Trustees authorized Superintendent S.L. Stringer to take all steps necessary to meet requirements to secure full membership in the All-Southern Association of Junior Colleges. At this time the library was given a permanent location which was a small room upstairs in the High School Administration Building. At the board meeting in April, 1927, the Trustees authorized the superintendent to buy more books and the necessary equipment to establish an accredited library.

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

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

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

A 5,000 square foot learning assistance laboratory was added to the library in 1990-1991. The lab began with twenty-five networked computers and the audiovisual hardware and software

from the previous media center. By November 1994, the lab was staffed with a coordinator, two instructors, and a lab assistant. A second lab assistant was added in January, 2003, to facilitate online testing. The college's first media specialist was hired, in September 1994. In the fall of 1995 the first librarian was hired for the Forrest County Center, and a clerical staff member was added in August 2003. The library on the Poplarville campus was named for former president Dr. Garvin H. Johnston in the fall of 2003.

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

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

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

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

B. Curriculum/Instruction

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

Developmental Mathematics (MAT 1103) is actually taught in the GHJ Lab each semester, and all developmental English and Reading classes meet in the GHJ Lab at least once a week during class time. Instructors across the curriculum regularly make library and lab assignments to be completed after regular class time. Online chapter quizzes are administered for PSY 1513 General Psychology, EPY 2513 Child Psychology, HIS 1163 World Civilization I, HIS 1173 World Civilization II, SOC 2113 Introduction to Sociology, SOC 2133 Social Problems, and CRJ 1383 Criminology using lab software. Instructors also allow students to work on extra credit assignments in the lab in American (ENG 2223 and 2233), World (ENG 2423 and 2433),

and British Literature (ENG 2323 and 2333), Computer Science (CSC 1113), and English Composition I and II (ENG 1113 and 1123).

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

	2006-2007	2007-2008	2008-2009
GHJ Library Orientations	94	87	79
GHJ Lab Orientations	81	89	93
FCC Library Orientations	45	31	43
FCC Lab Orientations	37	21	50
HAN Library Orientations	13	14	3
HAN Lab Orientations	N/A	N/A	2
GHJ Lab Computer Usage	22,902	24,085	30,733
FCC Lab Computer Usage	8,556	12,556	13,781
HAN Lab Computer Usage	N/A	N/A	1,925
GHJ Library/Lab Door count	88,018	90,441	104,771
FCC Library/Lab Door count	44,429	58,731	69,849
HAN Library/Lab Door count	N/A	N/A	2,875
GHJ Lab Online Tests	1,661	1,901	2,463
FCC Lab Online Tests	1,880	2,411	3,043
HAN Lab Online Tests	N/A	N/A	154
Total # of Orientations	270	242	270
Total # Lab Computer Usages	31,458	36,641	46,439
Total # Door counts	132,447	149,172	177,495
Total # Online Tests	3,541	4,312	5,660

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

GARVIN H. JOHNSTON LIBRARY CIRCULATION STATISTICS

YEAR	LIBRARY BOOKS	LIBRARY eBOOKS	LIBRARY PERIODICALS	* ONLINE PERIODICALS	LIBRARY RESERVES	CLASSES IN LIBRARY
2006-2007	3,754	1,706	1,586	57,306	540	313
2007-2008	1,800	2,118	1,295	74,770	409	337
2008-2009	691	2,836	411	96,032	608	342

*Includes online journal/database searches for both campuses.

GARVIN H. JOHNSTON LAB CIRCULATION STATISTICS

YEAR	LAB AV	LAB EQUIPMENT	COMPUTER SOFTWARE	LAB ORIENTATIONS	CLASSES IN LAB	MSVCC TESTS
2006-2007	823	26	22,902	81	747	1,665
2007-2008	878	31	24,240	89	860	1,901
2008-2009	701	5	30,733	93	965	2,463

FORREST COUNTY CENTER LIBRARY CIRCULATION STATISTICS

YEAR	LIBRARY BOOKS	LIBRARY PERIODICALS	LIBRARY RESERVES	LIBRARY AV	LIBRARY EQUIPMENT	CLASSES IN LIBRARY
2006-2007	852	153	113	256	178	67
2007-2008	969	222	356	155	13	84
2008-2009	733	177	246	122	15	36

YEAR	LAB COMPUTER SOFTWARE	LAB ORIENTATIONS	LAB MSVCC TESTS	CLASSES IN LAB
2006-2007	8,556	37	1,880	196
2007-2008	12,556	21	2,411	329
2008-2009	13,781	50	3,043	435

HANCOCK CENTER LIBRARY CIRCULATION STATISTICS

YEAR	LIBRARY BOOKS	LIBRARY RESERVES	COMPUTER USAGE	LIBRARY PERIOD.	LAB AV	LIBRARY EQUIP.	COMPUTER SOFTWARE	MSVCC TESTS
2006-2007	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007-2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-2009	40	0	1,925	0	23	0	0	154

C. Staffing

PROFESSIONAL DEVELOPMENT

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

2006-2007

- Blackboard Users Group and Creating Futures Through Technology Conference attended by GHJ Lab Coordinator and FCC English Lab Instructor.
- Insite Training attended by Director of College Libraries, GHJ Lab Coordinator, GHJ English Lab and Mathematics Lab Instructors, and FCC English/Reading Lab Instructor.
- Harbrace Online Training attended by Director of College Libraries, GHJ Lab Coordinator, and GHJ English Lab Instructor.
- SOLINET (Southeastern Library Network) meeting at Mississippi Library Commission attended by Director of College Libraries and GHJ Public Services Librarian.
- Turn It In Software Training attended by Director of College Libraries and GHJ English Lab Instructor.
- Community College Library Directors and Online Resources meeting at SBCJC office attended by Director of College Libraries and GHJ Public Services Librarian.
- GHJ Library staff member attended college Disabilities Committee meetings.
- FCC Lab Coordinator attended an MSVCC proctor training in Jackson and an online Excel class.

2007-2008

- All staff members, both professional and support staff, attended Safety and Security workshops conducted by the college.
- One GHJ lab instructor and one FCC English/Reading lab instructor attended the state Creating Futures through Technology Conference.
- The director, one GHJ librarian, one GHJ lab instructor, and one FCC lab instructor attended a workshop on Copyright Issues for E-Learning.
- Blackboard training sessions were attended by two FCC lab instructors and two GHJ lab instructors.
- A Memorization workshop was attended by an FCC lab instructor.
- The director, one GHJ librarian, and one GHJ lab instructor attended a workshop on The 21st Century Classroom.
- A Classroom Technology Solutions-Podcasting workshop was attended by the director, one GHJ librarian, and one GHJ lab instructor.

2008-2009

- All staff members, both professional and support staff, attended professional development workshops conducted by the college.
- GHJ lab coordinator and FCC English/Reading lab instructor attended the state Creating futures through Technology Conference.
- College Libraries Director and GHJ Public Services Librarian attended a state MAGNOLIA and MELO meeting at the SBCJC office.
- FCC lab instructor attended several Blackboard workshops on test management and grades, WIMBA, and Sympodium 101-Novice.
- GHJ Public Services Librarian and one GHJ lab support staff member attended a college workshop on Autism Spectrum Disorders.
- GHJ Learning Lab Coordinator attended a workshop on Clickers.
- GHJ English Lab instructor attended a college workshop on Making Technology Fit Your Teaching Style.
- GHJ Mathematics Lab instructor attended a Disability Software Training Workshop.
- GHJ Lab support staff member attended a college safety workshop.
- GHJ Library support staff member attended a Staples Online Ordering workshop.
- All support staff, both campuses, attended a National Association of Educational Office Professionals meeting.

CREDENTIALS

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

Professional Staff: 2006-2007

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of College Libraries (JD)	FT	Master's plus 30	August 1976
GHJ Public Services Librarian (TS)	FT	Master's 05/2005	August 1992
GHJ System/Technical Processing Librarian (DH)	FT	Master's	July 2002
FCC Librarian (MB)	FT	Master's	August 1995
GHJ Learning Lab Coordinator & Science/Social Science Instructor (SS)	FT	Master's plus 15	August 2005
GHJ Mathematics Instructor/Computer System Administrator (BD)	FT	Master's	August 2006
GHJ English/Reading Instructor (EC)	FT	Bachelor's	August 2006
FCC Lab Coordinator & Science/Mathematics Instructor (EE)	FT	Master's	08/1987–05/1990 08/1991-05/2005 08/2006-Lab
FCC English/Reading Instructor (JP)	PT 3/5	Ed.S	November 1993
GHJ Media Specialist (CS)	FT	Bachelor's	August 2000

Support Staff: 2006-2007

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
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	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.) (BC)	FT	.5 years college	August 1991
GHJ Learning Lab/Online Testing Assistant (MJ)	FT	1 year college	December 2005
FCC Library Assistant (BL)	FT	2 years college	August 2003
FCC Learning Lab Assistant (AM)	FT	3.5 years college	November 2006

Professional Staff: 2007-2008

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

Support Staff: 2007-2008

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
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	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.) (MB)	FT		January 2007 July 2007-Lab
GHJ Learning Lab/Online Testing Assistant (MJ)	FT	1 year college	December 2005
FCC Library Assistant (BL)	FT	2 years college	August 2003
FCC Learning Lab Assistant (AM)	FT	3.5 years college	November 2006

Professional Staff: 2008-2009

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

Support Staff: 2008-2009

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
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	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.) (MB)	FT		July 2007
GHJ Learning Lab/Online Testing Assistant (SG)	FT	2 year college	November 2008
FCC Library Assistant (BL)	FT	2 years college	August 2003
FCC Learning Lab Assistant (AM)	FT	3.5 years college	November 2006
HAN Library Technical Assistant (MW)	PT 2/5	Master's plus 15	August 2008

D. Resources (Physical and Financial)

PHYSICAL

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

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

LIBRARY PRINT MATERIALS STATISTICS – GARVIN H. JOHNSTON

YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2006-2007	2.31	53,371	1,341	340	52,253	7,353	59,606
2007-2008	2.40	45,394	921	182	53,034	7,369	60,403
2008-2009	2.45	41,654	1,030	547	54,955	7,511	62,466

LIBRARY PRINT MATERIALS STATISTICS – FORREST COUNTY CENTER

YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2006-2007	1.43	20,714	921	42	5,637	107	5,744
2007-2008	1.10	15,684	484	55	6,035	107	6,142
2008-2009	1.08	13,187	430	610	5,557	107	5,664

2007-2008 FCC Learning Lab Budget from Enlargement and Improvement funds & not included in % of budget.

LIBRARY PRINT MATERIALS STATISTICS – HANCOCK CENTER							
YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2006-2007	.03	7,137	252	0	252	0	252
2007-2008	.00	64,645	1,818	5	2,638	0	2,638
2008-2009	.09	203	229	5	2,864	0	2,864

2007-2008 Hancock budget from HERA grant funding.
2008-2009 grant funding.

LIBRARY PRINT MATERIALS STATISTICS – TOTAL ALL CAMPUSES							
YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2006-2007	3.77	81,222	2,514	382	58,142	7,460	65,602
2007-2008	3.5	125,723	3,223	242	61,707	7,476	69,183
2008-2009	3.62	55,044	1,689	1,162	63,376	7,618	70,994

CATEGORY	Total # JOHNSTON 2006-2007	Value JOHNSTON 2006-2007	Total # FORREST 2006-2007	Value FORREST 2006-2007	Total # HANCOCK 2006-2007	Value HANCOCK 2006-2007	Total # PRCC 2006-2007	Value PRCC 2006-2007
Books	52,253	1,495,446.43	5,637	254,397.56	805	22,922.41	58,695	1,772,766.40
Bound Periodicals	7,353	239,881.99	107	1,503.42	0	0	7,460	241,385.41
Microfilm Reels	4,304	238,380.41	0	0	0	0	4,304	238,380.41
Microfiche Volumes	2,704	265,557.91	0	0	0	0	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0	0	0	459	10,839.09
CD-ROMs	310	51,614.72	110	21,976.97	26	643.55	446	74,235.24
Computer Disks	128	23,713.92	10	1,192.00	0	0	138	24,905.92
DVD's	57	3,309.33	38	1,786.80	51	2,030.17	146	7,126.30
Kits	4	1,999.95	39	26,568.95	0	0	43	28,568.90
Manuals	397	11,478.34	18	448.85	0	0	415	11,927.19
Slide Sets	6	214.00	27	1,965.96	0	0	33	2,179.96
Sound Disks	43	1,129.13	9	130.95	0	0	52	1,260.08
Transparency Sets	9	1,049.36	0	0	0	0	9	1,049.36
Videocassettes	4,103	198,460.38	521	39,436.89	34	1,048.95	4,658	238,946.22
Video Disks	0	0	0	0	0	0	0	0
Subtotal	72,130	2,543,074.96	6,516	349,408.35	916	26,645.08	79,562	2,919.128.39
Furniture	856	199,821.45	157	132,786.42	33	3,372.82	1,046	335,980.69
Equipment	506	263,190.61	193	84,630.02	0	0	699	347,820.63
Total	73,492	3,006,087.02	6,866	566,824.79	949	30,017.90	81,307	3,602,929.71
eBooks	25,412		25,412		25,412		25,412	

CATEGORY	Total # JOHNSTON 2007-2008	Value JOHNSTON 2007-2008	Total # FORREST 2007-2008	Value FORREST 2007-2008	Total # HANCOCK 2007-2008	Value HANCOCK 2007-2008	Total # PRCC 2007-2008	Value PRCC 2007-2008
Books	53,034	1,534,659.42	6,035	261,056.37	2,638	89,481.13	61,707	1,885,196.92
Bound Periodicals	7,369	241,164.99	107	1,503.42	0	0	7,476	242,668.41
Microfilm Reels	4,338	247,432.41	0	0	0	0	4,338	247,432.41
Microfiche Volumes	2,704	265,557.91	0	0	0	0	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0	0	0	459	10,839.09
CD-ROMs	372	53,678.51	141	23,405.50	30	8,111.84	543	85,195.81
Computer Disks	128	23,713.92	10	1,192.00	0	0	138	24,905.92
DVD's	218	10,789.32	68	3,938.50	166	4,605.23	452	19,333.05
Kits	4	1,999.95	39	26,568.95	2	338.71	45	28,907.61
Manuals	354	8,433.39	39	970.55	3	251.70	396	9,655.64
Slide Sets	6	214.00	27	1,965.96	0	0	33	2,179.96
Sound Disks	54	2,310.91	15	200.96	0	0	69	2,511.87
Transparency Sets	9	1,049.36	0	0	0	0	9	1,049.36
Videocassettes	4,115	199,042.08	526	39,984.72	35	1,248.95	4,676	240,275.75
Video Disks	0	0	0	0	0	0	0	0
Subtotal	73,164	2,600,885.26	7,007	360,786.93	2,874	104,037.56	83,045	3,065,709.75
Furniture	911	211,910.45	162	133,538.03	82	56,703.76	1,155	402,152.24
Equipment	533	281,636.17	209	89,653.80	52	32,538.90	794	403,828.87
Total	74,608	3,094,431.88	7,378	583,978.76	3,008	193,280.22	84,994	3,871,690.86
eBooks	26,418		26,418		26,418		26,418	

CATEGORY	Total # JOHNSTON 2008-2009	Value JOHNSTON 2008-2009	Total # FORREST 2008-2009	Value FORREST 2008-2009	Total # HANCOCK 2008-2009	Value HANCOCK 2008-2009	Total # PRCC 2008-2009	Value PRCC 2008-2009
Books	54,955	$ 1,582,694.22	5,557	$ 214,425.70	2,864	$ 95,779.43	63,376	1,892,899.35
Bound Periodicals	7,511	256,568.84	107	1,503.42	0	0	7,618	258,072.26
Microfilm Reels	4,338	247,432.41	0	0	0	0	4,338	247,432.41
Microfiche Volumes	2,704	265,557.91	0	0	0	0	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0	0	0	459	10,839.09
CD-ROMs	386	55,580.98	145	29,638.30	32	8,122.34	563	93,341.62
Computer Disks	128	23,713.92	10	1,192.00	0	0	138	24,905.92
DVD's	335	14,093.77	84	7,334.71	169	4,643.21	588	26,071.69
Kits	4	1,999.95	5	368.95	2	338.71	11	2,707.61
Manuals	365	8,618.39	40	1,079.75	3	251.70	408	9,949.84
Slide Sets	6	214.00	4	1,744.70	0	0	10	1,958.70
Sound Disks	68	2,535.36	15	200.96	0	0	83	2,736.32
Transparency Sets	9	1,049.36	0	0	0	0	9	1,049.36
Videocassettes	4,104	198,714.63	503	38,068.50	35	1,248.95	4,642	238,032.08
Video Disks	0	0	0	0	0	0	0	0
Subtotal	75,372	2,669,612.83	6,470	294,556.99	3,105	110,384.34	84,947	3,074,554.16
Furniture	840	234,995.59	170	137,717.22	82	56,703.76	1,092	429,416.57
Equipment	564	310,852.31	207	88,987.75	52	32,538.90	823	432,378.96
Total	76,776	$ 3,215,460.73	6,847	$ 521,261.96	3,239	$ 199,627.00	86,862	3,936,349.69
eBooks	29,747		29,747		29,747		29,747	

FINANCIAL

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

Johnston

CATAGORY	BUDGETED 2006-2007	EXPENDED 2006-2007	BUDGETED 2007-2008	EXPENDED 2007-2008	BUDGETED 2008-2009	EXPENDED 2008-2009
Salaries/Benefits	399,851	352,438	546,566	548,117	583,053	582,603
Print Materials	54,092	53,371	49,334	45,394	41,895	41,654
Current Serials	17,846	6,714	7,490	7,411	7,668	7,262
Microforms	0	0	0	0	0	0
Computer Software	1,471	2,375	2,234	2,273	1,684	2,166
Audiovisual Mat.	1,663	936	6,391	6,873	2,271	2,501
Other Material	12,523	9,484	15,485	17,375	9,947	9,803
Preservation	11,450	231	1,450	0	319	319
Equipment	4,443	13,143	6,521	5,871	4,176	4,985
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	12,235	12,139	15,261	15,261	31,830	37,290
All Other Items	162,001	151,321	47,855	42,089	43,948	45,089
Postage	351	505	321	326	321	560
Total Budget	667,926	602,657	698,908	690,990	727,112	734,231

Forrest

CATAGORY	BUDGETED 2006-2007	EXPENDED 2006-2007	BUDGETED 2007-2008	EXPENDED 2007-2008	BUDGETED 2008-2009	EXPENDED 2008-2009
Salaries/Benefits	172,874	289,997	272,487	270,373	281,466	284,684
Print Materials	21,821	20,714	17,099	15,684	15,162	13,187
Current Serials	7,674	4,187	6,580	4,572	5,158	5,089
Microforms	0	0	0	0	0	0
Computer Software	1,469	2,420	1,890	1,890	5,937	5,937
Audiovisual Mat.	0	585	2,399	2,501	3,356	3,356
Other Material	1,264	7,650	3,152	4,749	3,507	4,280
Preservation	0	1,525	0	0	0	0
Equipment	0	14,140	3,088	3,088	120	120
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	27,475	28,087	3,938	3,938	117	117
All Other Items	3,018	3,695	2,065	708	5,566	6,085
Postage	0	0	50	35	0	0
Total Budget	235,595	373,000	312,748	309,821	320,389	322,855

Hancock

CATAGORY	BUDGETED 2006-2007	EXPENDED 2006-2007	BUDGETED 2007-2008	EXPENDED 2007-2008	BUDGETED 2008-2009	EXPENDED 2008-2009
Salaries/Benefits	0	0	0	0	24,835	24,161
Print Materials	7,000	7,137	0	64,645	1,000	203
Current Serials	0	0	0	0	0	0
Microforms	0	0	0	0	0	0
Computer Software	0	0	0	583	0	0
Audiovisual Mat.	0	0	0	563	0	0
Other Material	0	0	0	480	0	440
Preservation	0	0	0	0	0	0
Equipment	0	0	0	50,476	0	0
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	0	0	0	0	0	0
All Other Items	0	0	0	27,719	5,000	1,800
Postage	0	0	0	1,191	0	0
Total Budget	7,000	7,137	0	145,657	30,835	26,604

2007-2008 Hancock funding from HERA grant.

PRCC Totals

CATAGORY	BUDGETED 2006-2007	EXPENDED 2006-2007	BUDGETED 2007-2008	EXPENDED 2007-2008	BUDGETED 2008-2009	EXPENDED 2008-2009
Salaries/Benefits	572,725	642,435	819,053	818,490	889,354	891,448
Print Materials	82,913	81,222	66,433	125,723	58,057	55,044
Current Serials	25,520	10,901	14,070	11,983	12,826	12,351
Microforms	0	0	0	0	0	0
Computer Software	2,940	4,795	4,124	4,746	7,621	8,103
Audiovisual Mat.	1,663	1,521	8,790	9,937	5,627	5,857
Other Material	13,787	17,134	18,637	22,604	13,454	14,523
Preservation	1,450	1,756	1,450	0	319	319
Equipment	4,443	27,283	16,174	66,000	4,296	5,105
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	39,710	40,226	36,109	66,560	31,947	37,407
All Other Items	165,019	155,016	49,920	43,988	54,514	52,974
Postage	351	505	371	361	321	560
Total Budget	910,521	982,794	1,035,131	1,170,392	1,078,336	1,083,690

STAFFING EFFICIENCY

Staffing has generally been adequate to meet the needs of faculty and students. Additional clerical staffing will be needed at the Forrest County Center Library if enrollment continues to grow at the same pace that it has for the last several years. A full-time staff person will also be needed at the Hancock Center.

EQUIPMENT

To keep computer hardware current for staff and students in the College Libraries is a constant task since computers and servers become obsolete within a few years of installation. In addition, audiovisual and Media Services equipment must be updated regularly. New equipment is needed especially for Media Services.

SUPPLIES

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

TRAVEL

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

FACILITIES

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

E. Responses to Previous Recommendations

The following items of equipment and furniture were purchased during this three year period to upgrade library services.

Johnston Equipment 2006-2007		
Division	Description	Location
Library	2 computer monitors 1 copier 1 computer monitor 10 student computers 1 book detection system 1 color printer 1 fax machine 1 TV/VHS/DVD player	GHJ Circulation Desk GHJ Computer Room GHJ Reading Room GHJ Reading Room GHJ Reading Room GHJ Technical Processing GHJ Technical Processing GHJ Technical Processing
Learning Lab	24 student computers 1 handicapped student compt. 4 TV/DVD players	GHJ Lab GHJ Lab GHJ Lab
Media Services	1 laminator 1 Video camera reader/writer card	GHJ Media Workroom GHJ Media Office

Johnston Furniture 2006-2007		
Division	Description	Location
Library	3 units of shelving	GHJ Reading Room
Learning Lab	No new furniture purchased	
Media Services	No new furniture purchased	

Forrest Equipment 2006-2007		
Division	Description	Location
Library	1 book detection system 1 fax machine 1 TV/VHS/DVD player 1 DVD player	FCC Reading Room FCC Library Office FCC Library Storage Room FCC Media Room
Learning Lab	No new equipment purchased	

Forrest Furniture 2006-2007		
Division	Description	Location
Library	1 unit of shelving	FCC Reading Room
Learning Lab	2 chairs 1 file cabinet 1 bookcase	FCC Lab FCC Online Testing Room FCC Lab Office

Hancock Equipment 2006-2007		
Division	Description	Location
Library	No new equipment purchased	
Learning Lab	No new equipment purchased	

Hancock Furniture 2006-2007		
Division	Description	Location
Library	No new furniture purchased	
Learning Lab	No new furniture purchased	

Johnston Equipment 2007-2008		
Division	Description	Location
Library	13 student computers 1 receipt printer 1 book detection system 1 staff computer	GHJ Reading Room GHJ Circulation Desk GHJ Reading Room GHJ Circulation Desk
Learning Lab	7 student printers 1 book detection system	GHJ Lab GHJ Lab
Media Services	No new equipment purchased	

Johnston Furniture 2007-2008		
Division	Description	Location
Library	16 chairs 8 tables	GHJ Classroom GHJ Reading Room
Learning Lab	No new furniture purchased	
Media Services	No new furniture purchased	

Forrest Equipment 2007-2008		
Division	Description	Location
Library	4 student computers 2 printers 1 video disc player 1 DVD player	FCC Reading Room FCC Reading Room FCC Library Storage Room FCC Library Storage Room
Learning Lab	1 scanner	FCC Lab Office

Forrest Furniture 2007-2008		
Division	Description	Location
Library	4 chairs 1 book truck	FCC Reading Room FCC Circulation Desk
Learning Lab	No new furniture purchased	

Hancock Equipment 2007-2008		
Division	Description	Location
Library	21 student computers 2 staff computers 2 printers 1 receipt printer	HAN Reading Room HAN Circulation Desk HAN Circulation Desk HAN Circulation Desk
Learning Lab	1 server	HAN Lab

Hancock Furniture 2007-2008		
Division	Description	Location
Library	12 chairs 3 tables 1 circulation desk 7 units of shelving 2 book trucks 2 dollies	HAN Reading Room HAN Reading Room HAN Circulation Desk HAN Reading Room HAN Circulation Desk HAN Reading Room
Learning Lab	2 computer tables 14 stools 7 chairs	HAN Lab HAN Lab HAN Lab

Johnston Equipment 2008-2009		
Division	Description	Location
Library	4 student computers 2 switches 2 printers 1 receipt printer 1 inventory scanner 1 security camera system 1 classroom computer 1 smart board	GHJ Reading Room GHJ Reading Room GHJ Circulation Desk GHJ Circulation Desk GHJ Circulation Desk GHJ Circulation Desk GHJ Classroom GHJ Classroom
Learning Lab	3 student computers 1 server	GHJ Lab GHJ Lab Media Storage Area
Media Services	1 plotter	GHJ Media Workroom

Johnston Furniture 2008-2009		
Division	Description	Location
Library	87 chairs 5 units of shelving 4 chairs	GHJ Reading Room GHJ Reading Room GHJ Classroom
Learning Lab	No new furniture purchased	
Media Services	No new furniture purchased	

Forrest Equipment 2008-2009		
Division	Description	Location
Library	1 DVD player	FCC Library Storage Room
Learning Lab	No new equipment purchased	

Forrest Furniture 2008-2009		
Division	Description	Location
Library	No new furniture purchased	
Learning Lab	No new furniture purchased	

Hancock Equipment 2008-2009		
Division	Description	Location
Library	No new equipment purchased	
Learning Lab	No new equipment purchased	

Hancock Furniture 2008-2009		
Division	Description	Location
Library	1 unit of shelving	HAN Reading Room
Learning Lab	No new furniture purchased	

F. Program Summary and Recommendations

Strengths:

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

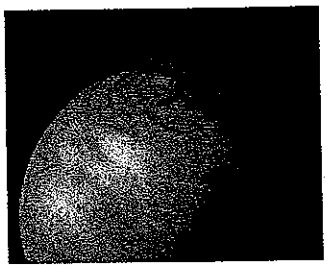
Weaknesses:

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

Recommendations:

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

General Education Review



Pearl River Community College

2009 – 2010

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

MISSION STATEMENT

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

STRATEGIC GOALS

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

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

While college educational programs and services must satisfy our own criteria for program excellence, they must also satisfy the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and licensing and certifying organizations for

some programs. The process of program review allows the College to evaluate how well its programs satisfy the criteria and requirements associated with all of these sources.

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

A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.

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

--Acknowledge achievements/attainments.

--Identify strengths and weaknesses and develop recommendations and/or suggestions for change.

--Provide a systematic evaluation and improvement process for instructional programs.

--Develop a sense of cohesiveness, shared responsibility, and growth among faculty and staff.

--Assess compliance with accreditation criteria.

--Assist in resource development.

--Provide data to assist with resource allocation and other management decisions.

--Suggest new opportunities for program development.

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

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

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

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

Committee Members

Deana Holifield

Martha Willoughby

Judy Roane

Archie Rawls

Tara Rouse

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General Education Review

Pearl River Community College

2009 – 2010

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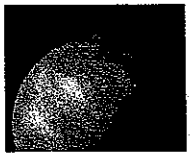
Pearl River Community College
General Education Review



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

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

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

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

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

Academic Basic Core

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

Academic Basic Core Program Objectives

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

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

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

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

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

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

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

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

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

CSC 1113
Introduction to Computing with Business Applications

General Education Competency: To be able to demonstrate computer literacy (i.e., basic knowledge, of computers and computer applications).

Course or Program Objectives:

1. To become familiar with desktop computers, mouse, keyboard, and operating system
2. To demonstrate basic knowledge of input, processing, output, storage, and communication devices and software used in a modern computer system
3. To become familiar with word processors, spreadsheets, presentation, database, web browsers (search the Internet and on-line library), and email software

Outcomes:

1. Students will demonstrate their knowledge of basic principles of computer concepts.
2. Students will demonstrate effective use of external hardware: mouse, keyboard, and monitor.
3. Students will demonstrate hands-on skills with word processing, electronic spreadsheet, Internet, web browser, email, presentation, and database management software.

Assessment Tools:

1. Weekly chapter-level examinations and a comprehensive final examination on principles of computer concepts
2. Lab projects in application software and the Internet
3. Lab practicals for word processing software and electronic spreadsheet software
4. Textbook assignments
5. Review course materials annually

Assessment Results:

1. Grade lab assignments, weekly tests, practicals, and the final examination
2. Compare the results with previous and current students

Proposed use of Assessment Results:

1. Maintain adequate number of lab assignments
2. Monitor enrollment trends/withdrawal rates
3. Maintain up-to-date course materials

BAD 2533
Introduction to Computing with Business Applications

General Education Competency: To be able to demonstrate computer literacy (i.e., basic knowledge of computers and computer applications).

Course or Program Objectives:

1. To become familiar with desktop computers, mouse, keyboard, and operating system
2. To demonstrate basic knowledge of input, processing, output, storage, and communication devices and software used in a modern computer system
3. To become familiar with word processors, spreadsheets, presentation, database, web browsers (search the Internet and on-line library), and email software

Outcomes:

1. Students will demonstrate their knowledge of basic principles of computer concepts.
2. Students will demonstrate effective use of external hardware: mouse, keyboard, and monitor.
3. Students will demonstrate hands-on skills with word processing, electronic spreadsheet, Internet, web browser, email, presentation, and database management software.

Assessment Tools:

1. Weekly chapter-level examinations and a comprehensive final examination on principles of computer concepts
2. Lab projects in application software and the Internet
3. Lab practicals for word processing software and electronic spreadsheet software
4. Textbook assignments
5. Review course materials annually

Assessment Results:

1. Grade lab assignments, weekly tests, practicals, and the final examination
2. Compare the results with previous and current students

Proposed use of Assessment Results:

1. Maintain adequate number of lab assignments
2. Monitor enrollment trends/withdrawal rates
3. Maintain up-to-date course materials

ART 1113
Art Appreciation

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

MUS 1113
Music Appreciation

General Education Competency: Students will develop critical listening skills which emphasizes critical thinking skills.

Course or Program Objectives:

1. Students will actively listen to significant works of music
2. Students will read about many styles of music
3. Students will examine political, social and cultural influences on music
4. Students will attend live performances of art music

Outcomes:

1. Ability to listen perceptively to music
2. Ability to analyze music heard
3. Ability to place music in its historical, cultural, or stylistic context
4. Ability to speak and write about music effectively

Assessment Tools:

1. Listening evaluations
2. Written evaluations
3. Class discussion and activities
4. Performance critiques
5. Informal observation/evaluation of student responses to music

Assessment Results:

1. Grade distribution data
2. Document student growth and development

Proposed use of Assessment Results:

1. Determine successful teaching tools and methods
2. Determine ways to improve teaching and learning
3. Compare results with other sections of Music Appreciation
4. Compile data on grade trends

SPT 2233
Theatre Appreciation

General Education Competency: To develop an appreciation and understanding of theatre as an art form

Course or Program Objectives:

1. Express an opinion of a theatrical event in written form
2. Objectively identify significant names, terms, events and production elements of theatre
3. Express the elements of dramatic structure (i.e. plot, characters, theme, diction, music, spectacle, convention) in written form

Outcomes:

1. Assess a theatrical event and successfully communicate that assessment to others
2. Express the significant names, terms, events and production elements studied
3. Identify and discuss the dramatic structural elements of plays studied

Assessment Tools:

1. The students will obtain a score of sixty percent or above on assigned criteria
2. To present written critiques of plays observed and read
3. To evaluate through tests
4. To present a written analysis of a play according to the structural elements of theatre

Assessment Results:

1. Grade distribution of written assignments
2. View conceptual knowledge based on test grade distributions
3. View student perception through analysis of written analysis

Proposed use of Assessment Results:

1. Incorporate pre and post testing of objective testing
2. Monitor enrollment trends/withdrawal rates of SPT 2233

MFL 1213
Elementary Spanish I

General Education Competency: To be able to read, write, speak and comprehend Spanish effectively

Course or Program Objectives:

1. To read and write dialogues and paragraphs in Spanish
2. To orally produce Spanish in a communicative manner
3. To understand aural input effectively

Outcomes:

1. Effective comprehension and production of brief written materials
2. Oral communication comprehensible by native speakers of Spanish
3. Effective comprehension of spoken Spanish

Assessment Tools:

1. Written examinations
2. In-class peer discussions
3. Oral examinations

Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution with other sections of MFL 1213
3. Comparison of transfer data when available

Proposed use of Assessment Results:

1. Monitor grade distribution trends
2. Monitor transfer data

HIS 1163
World Civilization I

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

Course or Program Objectives:

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

Outcomes:

1. Effective research and organizational skills
2. Knowledge of different civilizations into the seventeenth century
3. Understanding of how the past molds the attitudes, belief, perceptions, and actions of the present and future

Assessment Tools:

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

Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution data of other sections of HIS 1163

Proposed use of Assessment Results:

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

HIS 1173
World Civilization II

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

HIS 2213
American (United States) History I

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

HIS 2223
American (United States) History II

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PHI 1113
Old Testament Survey

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

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

PHI 1133
New Testament Survey

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

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

ENG 2423
World Literature I

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Quizzes and examinations
2. Classroom discussions

Assessment Results:

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

Proposed use of Assessment Results:

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

ENG 2433
World Literature II

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Quizzes and examinations
2. Classroom discussions

Assessment Results:

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

Proposed use of Assessment Results:

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

MAT 1313
College Algebra

General Education Competency: To demonstrate knowledge of basic principles of mathematics

Course or Program Objectives:

1. Students should understand the concepts of functions, graphing, and systems of equations
2. Students should develop their problem solving ability
3. Students should see the connection in the mathematics in this course with that in other courses, such as calculus, chemistry, physics, and finite mathematics
4. Develop critical thinking skills in all students

Outcomes:

1. Effective problem solving skills
2. Develop the skills students need to continue their study of mathematics and science

Assessment Tools:

1. Examinations
2. Group work in class
3. Observation of students during class
4. Monitor their progress in other mathematics courses

Assessment Results:

1. Grade distribution data
2. Student attitudes to algebra

Proposed use of Assessment Results:

1. Monitor withdrawal rates
2. Evaluate assignments
3. Evaluate the course objectives with those of other schools in our area

BIO 1131/1133
General Biology I and Laboratory

General Education Competency: To describe the nature of biology and the significance of living organisms to their environment

Course or Program Objectives:

1. To understand the structure and function of the basic unit of life (cell) and its relationship to the environment
2. To understand a cell's capabilities concerning reproduction, heredity, chemistry, osmotic balance, and the production and utilization of energy
3. To understand the value of biology

Outcomes:

1. Critical thinking skills learned from eight basic science process skills
2. Using biological scientific principles learned to solve problems
3. Hands-on usage of scientific equipment such as compound microscopes, dissecting microscopes, and metric rulers

Assessment Tools:

1. Observing student actions, both in lecture and laboratory
2. Small interactive groups in lecture
3. Examinations
4. Homework
5. Hand-on projects or activities

Assessment Results:

1. Student assessments
2. Grade distribution data
3. Attitudes of students toward science

Proposed use of Assessment Results:

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

BIO 1143/1144
General Biology II and Laboratory

General Education Competency: To describe the nature of biology and the significance of living organisms to their environment

Course or Program Objectives:

1. To describe and illustrate a survey of the viruses and monera, protista, fungi, plantae, and animalia kingdoms
2. To observe structural, functional, and adaptational relationships of the classification groups of all living organisms
3. To describe and review human body systems

Outcomes:

1. Critical thinking skills learned
2. Become aware of unique characteristics of each classification group of living organisms
3. Students will connect the biology learned with their experiences in the real world

Assessment Tools:

1. Observing student actions, both in lecture and laboratory
2. Small interactive groups in lecture
3. Examinations
4. Homework
5. Hands-on projects or activities

Assessment Results:

1. Student assessments
2. Grade distribution data
3. Attitudes of students toward biology

Proposed use of Assessment Results:

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

CHE 1211/1213
General Chemistry I and Laboratory

General Education Competency: To understand general principles of chemistry, how to think logically and how to evaluate science

Course or Program Objectives:

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

Outcomes:

1. Effective problem solving skills
2. Understanding of the atomic nature of molecules and what is occurring in chemical reactions
3. Facility in translating the variety of representations used in chemistry (i.e. verbal/written descriptions of a chemical situation, algebraic, graphical representations, etc.)
4. Be able to use chemistry principles in ways or circumstances that they have not previously seen

Assessment Tools:

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

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in general chemistry

Proposed use of Assessment Results:

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

CHE 1223/1221
General Chemistry II and Laboratory

General Education Competency: To understand general principles of chemistry, how to think logically and how to evaluate science

Course or Program Objectives:

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

Outcomes:

1. Effective problem solving skills
2. Understanding of the atomic nature of molecules and what is occurring in chemical reactions
3. Facility in translating the variety of representations used in chemistry (i.e. verbal/written descriptions of a chemical situation, algebraic, graphical representations, etc.)
4. Be able to use chemistry principles in ways or circumstances that they have not previously seen

Assessment Tools:

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

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in general chemistry

Proposed use of Assessment Results:

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

PHY 2241/2243
Physical Science Survey I and Laboratory

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PHY 2253
Physical Science Survey II

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PHY 2414
General Physics I (Laboratory included)

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PHY 2424
General Physics II (Laboratory included)

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

SPT 1113
Public Speaking

General Education Competency: To be able to understand the Communication process through the components of reading, writing, speaking, and listening

Course or Program Objectives:

1. Students will demonstrate their ability to express ideas logically and clearly in standard written English.
2. Students will demonstrate their ability to read, analyze, and comprehend college level written texts.
3. Students will be able to recognize, identify, and incorporate the components of effective verbal and nonverbal behaviors in public speaking.
4. Students should understand the Communication process of preparing and delivering different types of speeches.

Outcomes:

1. Students will demonstrate the ability to apply critical thinking skills when preparing and listening to oral presentations.
2. Students will be able to write coherent informative and persuasive speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.
3. Students will be able to deliver speeches to inform and to persuade successfully.
4. Students will be able to adapt their presentations to the audience based on situational and demographic audience analysis.

Assessment Tools:

1. Students will present different speeches to be evaluated by the instructor.
2. Students will be evaluated through speech delivery.
3. Students will be evaluated on speech outlines.
4. Students will be evaluated through quizzes and/or tests.

Assessment Results:

1. Grade distribution data
2. Comparison of transfer data when available

Proposed use of Assessment Results:

1. Monitor enrollment trends and withdrawal rates
2. Evaluate assignments
3. Evaluate course objectives with those of other schools in our area

GEO 1113
World Geography

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PSC 1113
American National Government

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Examinations
2. Research assignments
3. Class participation

Assessment Results:

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

Proposed use of Assessment Results:

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

PSY 1513
General Psychology I

General Education Competency: Students will understand the major concepts and principles used in the field of psychology, and gain an organizing framework for understanding human behavior

Course or Program Objectives:

1. To familiarize the students with facts, concepts, and terminology common to general psychology
2. To provide students with a scientific basis for understanding thoughts, emotions, and behavior
3. To provide students with fundamental knowledge to begin effective understanding of human behavior

Outcomes:

1. Demonstrate knowledge of psychological facts, concepts, and terminology
2. Effective understanding of scientific research
3. Improve the application of psychological knowledge in understanding self as well as others

Assessment Tools:

1. Chapter quizzes and hour examinations
2. Written assignments
3. In-class activities
4. Comprehensive final examination

Assessment Results:

1. Grade distribution
2. Comparison of grade distribution data of other sections of PSY 1513
3. Analysis of student understanding of in class activities and written assignments

Proposed use of Assessment Results:

1. College credit awarded for successful completion of course
2. Contributing factor for grade point average

SOC 2113
Introduction to Sociology

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

ENG 1113
English Composition I

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

Course or Program Objectives:

1. To practice expository writing in response to specific readings with emphasis on standard written English
2. To improve ability to use the writing process in learning
3. To learn to find material in the library and online and document it appropriately

Outcomes:

1. To be able to edit a piece of writing to improve its sentence structure, grammar, and mechanics
2. To be able to assemble a working bibliography for a given subject
3. To demonstrate understanding of what has been read

Assessment Tools:

1. Essays
2. Bibliographies

Assessment Results:

1. Grade distribution data
2. Comparisons of grade distributions with other sections of English Composition I
3. Comparison of transfer data when available

Proposed use of Assessment Results:

1. College credit awarded
2. Prerequisite for next level of English Composition

ENG 1123
English Composition II

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Tests
2. Essays
3. Research paper

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

1. Prerequisite for literature classes

HPR 1752
Nutrition and Wellness

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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

*****Starting Fall 2010 HPR 1752 Nutrition and Wellness will change to:**

HPR 1751 Nutrition and Wellness I
HPR 1761 Nutrition and Wellness II

HPR 1213
Personal and Community Health

General Education Competency: The purpose of this course is to teach the student, through the components of wellness, about specific health behaviors. This course will help the student understand personal health behaviors by aiding the student in acquiring sound health-related attitudes and behaviors, improving skills in health decision making, offering learning experiences to improve self-esteem, developing a sense of personal self-control and educating the student toward health-related life time goals to achieve the student's full potential.

Course or Program Objectives:

1. To provide effective and up-to-date instruction in the areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives
2. To evaluate current level of fitness
3. To provide student with recent information on a wide variety of health topics and teach how lifestyle effects health status

Outcomes:

1. Student will incorporate healthy behaviors and attitudes into their daily lives
2. Student will gain an understanding of current fitness level and how to improve it
3. Student will learn that current lifestyles effect future health

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

Challenges

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

Challenge in the 2003–2004 General Education Review

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

Comment from 2006-2007 General Education Review

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

Comment from 2009-2010 General Education Review

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

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

Challenge in the 2003–2004 General Education Review

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

Comment 2006-2007 General Education Review

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

Comment 2009-2010 General Education Review

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

Challenge in the 2003–2004 General Education Review

Additional forms of effective assessment continually need to be explored.

Comment 2006-2007 General Education Review

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

Comment 2009-2010 General Education Review

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

Challenge in the 2003–2004 General Education Review

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

Comment 2006-2007 General Education Review

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

Comment 2009-2010 General Education Review

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

Appendices

Pearl River Community College

Appendices

Strategic Planning Policy

Major Committee Minutes

Institutional Effectiveness Newsletters

Program Performance Indicator and Measures

Annual Report

Pearl River Community College

Appendices

Strategic Planning Policy

POLICY OF BOARD OF TRUSTEES
OF
PEARL RIVER COMMUNITY COLLEGE

Adopted December 7, 1993
Revision # 3 Date: October 15, 2003
PRCC Reference: Administrative

STRATEGIC PLANNING

Policy:

Pearl River Community College will utilize an institutional Strategic Plan as a general process to develop and maintain college goals, purpose, and direction.

Procedure:

This ongoing plan which provides the structure to assess institutional effectiveness is reviewed at least annually and revised as needed. The process used in its development is institution-wide and based on research, planning, and evaluation. The results of this plan are demonstrated by continuous improvements being made college-wide and by accomplishing the mission of the College.

The Strategic Plan committee structure is as follows:

Section I — Administrative Council/Management Committee is chaired by the President. Its members are the Vice President for Instruction, Dean of Business Services, Dean of Student Services, Director of Development Foundation and Alumni Association, Director of Recruitment and Orientation, Director of Public Relations, Chief Planning Officer, Chief Technology Officer, Dean of Forrest County Center, Director of Career and Technical Education Programs (Poplarville), Director of Workforce Education, Director of Admissions, Director of Financial Aid, Director of Extended Education and Instructional Design, Director of Physical Plant, Director of the QEP, Director of Hancock Center, Director of Athletics, President of the Faculty Association (Poplarville Campus), and President of the Faculty Association (Forrest County Center).

Section II — Planning and Effectiveness Committee is chaired by a faculty member appointed by the President. Its members are the Vice President for Instruction, Chief Planning Officer, Institutional Research Specialist, Director of Hancock Center, eight faculty representatives, and others as appointed by the President.

Section III — Policy and Procedure Committee is chaired by the Vice President for Instruction. Its members are the Dean of Student Services, Dean of Business Services, Dean of Forrest County Center, Director of Career and Technical Education Programs (Poplarville), Chief Planning Officer, the Student Government Association President, seven faculty representatives, two staff members, and others as appointed by the President.

Section IV Fiscal Management Committee is chaired by the Dean of Business Services. Its members are the President, Vice President for Instruction, Dean of Student Services, Dean of Forrest County Center, and Director of Career and Technical Education Programs (Poplarville).

Section V Instructional Council is chaired by the Vice President for Instruction. Its members are the Dean of Forrest County Center; Director of Career and Technical Education Programs (Poplarville); Director of Admissions; Director of College Libraries; Director of Counseling, Advisement, and Placement Center; the Director of Extended Education and Instructional Design; Director of Nursing Education; nine faculty representatives; and others as appointed by the President.

Section VI Professional Development Committee is chaired by a faculty/staff representative appointed by the President. Its members are the Institutional Research Specialist, Vice President for Instruction, Director of Career and Technical Education Programs (Poplarville), Chief Planning Officer, Director of Hancock Center, five faculty representatives, five staff members, and others as appointed by the President.

Section VII Student Services Committee is chaired by the Dean of Student Services. Its members are the Recruiter/Assistant Student Activities Coordinator, Assistant Coordinator of Intramurals, Director of Financial Aid, Director of Admissions, three faculty representatives, and others as appointed by the President. Members also include the President, Vice President and Secretary of the Student Government Association.

Section VIII Workforce Education Committee is chaired by the Director of Workforce Education. It members are the Director of Adult Education Services, Workforce Training Project Manager, WIN Job Center Computer Instructor and Technician, Dislocated Worker Program Coordinator, Industrial Maintenance Training Specialist, GIS Training Manager, Construction Equipment Operation Instructors, Workforce and Economic Development Specialist, Utility Lineman Instructor, Commercial Driver's License Instructor, Leadership Development, and Secretary to Workforce Education.

REVIEW, REVISION, AND EVALUATION PROCESS

Annual steps in the review, revision, and evaluation process are as follows:

Step I	In December, the Planning and Effectiveness Committee and the Administrative Council review the current year's Strategic Plan (Mission Statement and Strategic Goals) and Internal Performance Indicators Interim Report.
Step II	In December, committee chairs involved with strategic planning review and propose next year's Strategic Plan and Internal Performance Indicators.
Step III	In January, the Planning and Effectiveness Committee reviews and evaluates the proposed Strategic Plan and Internal Performance Indicators for the next year and prepares recommendations.
Step IV	In January, the Administrative Council reviews and evaluates recommendations from the Planning and Effectiveness Committee and submits recommendations to the Board of Trustees.
Step V	In February, the revised Strategic Plan and Internal Performance Indicators document for next year is completed, and the Board of Trustees is requested to take formal action.
Step VI	In February, the budget requests based on the Strategic Plan and Internal Performance Indicators are submitted to the Dean of Business Services.
Step VII	In June, the Dean of Business Services and respective administrators review budget allocations as assigned to Strategic Goals and Internal Performance Indicators.
Step VIII	At the end of the Fiscal Year, June 30, persons responsible for reporting accomplishments of the Strategic Plan and Internal Performance Indicators update the Interim Report with accomplishments from December to June.
Step IX	Early in the Fall Semester, the Planning and Effectiveness Committee, the Administrative Council, and the Board of Trustees review the Strategic Plan and Internal Performance Indicators assessment results from the previous year.

PEARL RIVER COMMUNITY COLLEGE
ANNUAL PLANNING AND EVALUATION CYCLE

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

July

Submit Previous Year's Strategic Plan and Internal Performance Indicators Assessment Results and Implement Present Year's Strategic Plan and Internal Performance Indicators.

Committees

September - October

Review of Previous Year's Strategic Plan and Internal Performance Indicators Assessment Results.

Planning and Effectiveness Committee, Administrative Council, and Board of Trustees

October - November

Continue Review and Discussion of Mission Statement and Strategic Goals

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Policy and Procedure Committee

December - January

Review Present Year's Strategic Plan and Internal Performance Indicators Interim Report.

Planning and Effectiveness Committee and Administrative Council

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Propose Next Year's Strategic Plan and Internal Performance Indicators.

Committees

January

Review, Revise, and Approve Next Year's Mission Statement, Strategic Goals, and Internal Performance Indicators (Strategic Plan).

Planning and Effectiveness Committee and Administrative Council

February

Review and Approve Next Year's Mission Statement, Strategic Goals, and Internal Performance Indicators (Strategic Plan).

Board of Trustees

BUDGET REVIEW PROCESS

February

Prepare and Submit Needs Assessment Forms.

Budget Supervisors

March – May

Prepare Next Year's Budget.

Dean of Business Services and Administrators

May - June

Approve Next Year's Budget.

Board of Trustees

June

Review Next Year's Budget Allocations.

Dean of Business Services and Administrators

DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS

July – September

Complete and Review Previous Year's Assessment Charts and Prepare Present Year's Fall Semester Assessment Charts based on Mission Statement and Strategic Goals.

Division/Department Chairs

October – November

Review Present Year's Fall Semester Assessment Charts.

Planning and Effectiveness Committee and Administrative Council

November

Review Previous Year's Assessment Charts and Accomplishments.

Board of Trustees

Pearl River Community College

Appendices

Major Committees' Minutes

Administrative Council / Management Committee

Planning and Effectiveness Committee

Policy and Procedure Committee

Fiscal Management Committee

Instructional Council

Professional Development Committee

Student Services Committee

Workforce Education Committee

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

August 26, 2009

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, August 26, 2009, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or absent:

Attendance:

Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Dr. Adam Breerwood, Dean of Student Services
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Ms. Caycee Simon, Director of Recruitment and Orientation
Dr. Becky Askew, Chief Planning Officer
Mr. Steve Howard, Chief Technology Officer
Mr. Dow Ford, Assistant Dean of Enrollment Management
Mr. Chuck Abadie, Director of Public Relations
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Mr. Richard Mathis, Director of Athletics
Dr. Cecil Burt, Dean of Forrest County Center
Ms. Valerie Horne, Director of Financial Aid
Ms. Lindsey Miller, Representing Scott Alsobrooks, Director of Workforce Education
Dr. Barbara Gandy, Director of Retention and Adult Services
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Ms. Jennifer Seal, Director of QEP
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Mr. Doug Donohue, PRCC Faculty Association (Hattiesburg)

Absent:

Mr. Craig Tynes, Director of the Physical Plant
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Dr. Lewis opened today's meeting by welcoming all council members. The following departmental reports were then provided by members of the Administrative Council:

Business Services

- Informed administrative council of the new Payment On-Line service that is now offered for student accounts. Council members were also reminded of the upcoming cafeteria enrollment schedule that was recently emailed to all faculty and staff members.

Extended Education and Instructional Design

- Online enrollment is up as can be seen in the enrollment numbers that Steve provided. The Enrollment Tool audit will be probably available about the second week in September.
- We are currently holding Dual Enrollment classes in five high schools in the district. Many Dual Enrollment students are coming to one of our campuses to take classes. We are attempting to process these students through Extended Education so that we can better monitor the situation and help them if the need arises.

Athletics

- The soccer teams have started their seasons. The first football game will be played Thursday night, August 27, at Holmes Community College. The other sports are in fall conditioning.

Workforce Education

- The Lowery A. Woodall center will be celebrating its Fifth Anniversary on Tuesday, October 6, 2009, from 3:00 to 5:00 p.m.
- Food preparation courses will begin in the fall at the Woodall Center. These courses are sponsored through the NSF grant.
- Effective July 1, 2009, several new workforce projects began including: truck driving, welding, computer training, customer service, leadership, etc.

Admissions

- Reported that registration is now over. The increased workload has stretched Admissions and Records past the breaking point. Several workers in Admissions and Financial Aid are physically ill from the constant level of work we are required to perform.

Physical Plant

- No report provided.

Public Relations

- Work is in process on the new editions of The Drawl and The RiverSide publications of the year.
- The Tim Hatten football show will be seen on Saturday mornings at 10:30 a.m. on WXXV and 5:30 p.m.Tuesday nights on Comcast Cable.
- The 2009 Fall Football game broadcasts can be heard on the same four radio stations as before in Hattiesburg, Picayune, Columbia and Bogalusa, LA., as well as can be heard on the PRCC website.
- Filming for the second phase of the television commercial will begin this coming week.

Instruction

- Members of the Administrative Council were informed of the following meeting dates:

Calendar Committee	September 15
Catalog Committee	September 22
Instructional Council	October 8
Policy and Procedure Committee	October 20

- All meetings are scheduled at 10:50 a.m. in the Administration Building Second Floor Conference Room. Members of the Council were asked to be sure to submit information needed for these meetings in advance of the scheduled meeting dates.

Planning and Research

- Evaluations of instruction are scheduled for the month of October. Supervisors should plan to send to the Office of Planning and Research the names of those in their areas of responsibility who are to be evaluated during the 2009 Fall Semester. Plans are being made to administer the evaluation online along with the Campus Climate Survey.
- Administrative Assessment Charts should be completed and returned this week. Instructional Assessment Charts will be distributed for completion next week.
- Professional Development Records will be sent to everyone by email and should be completed and returned to the appropriate supervisor(s) and to the Office of Institutional Research.
- A grant proposal writing workshop is scheduled for September 23 and will feature Dr. Susan Philliber, a nationally known grant writer.
- The Policy and Procedure Manual will be distributed to those who want a printed copy; however, the online version, which will be updated on a regular basis, will also be available.

Retention and Adult Services

- Reported that 10 students were reported through the Early Alert System (EAS) system. All students were contacted. An email message and a follow-up phone call will be made if necessary.
- Work has begun on the design of a poster and brochure to begin a Non-traditional Student Organization.

Quality Enhancement Program (QEP)

- The position for the Mathematics^{Power} Laboratory on the Poplarville campus has been filled by Erin Westmoreland.
- The QEP is entering into the fourth year of implementation specifically introducing technology into the Introductory Algebra classes on the Poplarville campus.
- The SACS Fifth Year Report is due on September 15, 2011.

Faculty Association (Poplarville)

- Reported that the Fall meeting dates are set for Tuesday, September 29, and Tuesday, November 17, in the Special Events Room of the Olivia Bender Cafeteria.

Recruitment and Orientation

- Reported that new information brochures as well as admissions checklist postcards are being ordered.
- Reported that visits to district high schools have begun and will continue into the spring.
- A high school college fair will be attended next week at Hancock High.
- Receiving and responding to numerous calls/inquiries from potential students that are out of district.
- September 17 will be the second annual GED Tour Day.
- October 23 will be the Fall Festival event for all high school seniors.

Faculty Association (Hattiesburg)

- Reported that the Forrest County Center Faculty Association will have its first meeting of the semester on September 11. It will be the first of a series of FIRST FRIDAY FACULTY FELLOWSHIPS designed to promote friendships and teamwork among a diverse and growing faculty at the Forrest County Center. Members will be asked to bring a dish to share for lunch.

Development Foundation and Alumni Services

- Reported that the Hancock County Alumni Chapter will have their Golf Tournament on Friday, October 23, at the Bridges Golf Course in Bay St. Louis. Breakfast Buffet and check in runs from 7:00 a.m. until 8:00 a.m. Tee time is at 8:00 a.m. and there will be a lunch buffet at the end of the tournament.
- Announced that a Coach Keith Daniels Scholarship Barbeque lunch sale is scheduled for Tuesday, October 6, from 11:30 a.m. until 12:30 p.m. Boxes will be available to pick up at the Gazebo during this time. Tickets for the lunch fundraiser will be available within the next week or so. This will be the World Famous Fat Boys Barbeque. There will be no Keith Daniels Golf Tournament this year.

Career and Technical Education Programs (Poplarville)

- Reported that the Lineman rodeo will be held on the Poplarville Campus Lineman Training Center on September 26 from 8:00 a.m. to 3:00 p.m.
- The Craft Committee Dinner Meeting will be held October 8, 2009, from 6:00 to 8:00 p.m. at the Technology Center.

Career and Technical Education Programs (Hattiesburg)

- Reported another record enrollment with over 1900 students.
- Occupational Therapy Assistant Program was recently re-accredited.
- September 30 is Allied Health Tour Day.
- Dual Enrollment's Practical Nursing Program is filled to capacity.
- Glenn Shoemake's last day of employment is August 31, 2009. A small surprise party is scheduled for August 26 at 4:00 p.m.

Counseling Center

- Career Fair is set for Wednesday, February 24, 2010.
- Exit examinations for Career Technical students who are graduating will be taken electronically through the Mississippi Assessment Center.

Student Services

- Dormitory numbers are currently at 712. There are approximately 30-35 male students on the waiting list. All female student applications have been accommodated.
- Twenty percent of our faculty is reporting their Audit Rolls. It is imperative that this number increases. Our Early Alert System has started to become flooded with at risk students. Retention efforts will continue throughout the fall semester.

Hancock Center

- Reported that Stan Davis, BSU Director, met with Rev. Al Green, Pastor of First Baptist Church of Bay St. Louis, Raymunda Barnes, and Maggie Smith for an organizational meeting to start a BSU group at the Hancock Center. The next meeting will be September 28. Tentatively, the meetings are scheduled to begin in October or November.
- Student registration went smoothly with the enrollment going over 300. Even though the registration process was successful, plans are to make some minor rearrangements and adjustments to make it more successful.

Information Technology

- Presented the current enrollment information. The headcount enrollment is up 14 percent over the fall 2008 semester, and the new record enrollment is 5,184.
- Discussed the Luminis portal implementation. We are awaiting approval documents to be signed by Mississippi Department of Information Technology Services. Once approval has been granted, implementation will begin with a "go-live" date in the late spring semester.
- The installation of VMWare is completed.
- Provided a report on the Emergency Notification System. An e-mail will be sent to all employees and students asking them to verify their contact information for the emergency notification system. Administrators were asked to encourage their employees and students to update their information. Employees and students will not receive emergency messages unless they have logged in and updated their contact information.

Financial Aid

- Reported on the comparison of ISIRs (tracking letters) imported for 2008-09 and 2009-10. As of August 25, 2009, there was increase from 2008-09 to 2009-10 of 1,445 ISIRs.

President's Report

- Dr. Lewis made the Administrative Council aware that the College had reached a settlement agreement with Zurich Insurance on the Hurricane Katrina claim.
- Discussed federal earmarks for instructional technology.
- Discussed plans for a new road project at the Forrest County Center.

There being no further business to come before the administrative council, the meeting was adjourned.

_____ _____

William Lewis, President Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

October 14, 2009

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, October 14, 2009, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or absent:

Attendance:

Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Dr. Adam Breerwood, Dean of Student Services
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Ms. Caycee Simon, Director of Recruitment and Orientation
Mr. Steve Howard, Chief Technology Officer
Mr. Dow Ford, Assistant Dean of Enrollment Management
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Mr. Richard Mathis, Director of Athletics
Dr. Barbara Gandy, Director of Retention and Adult Services
Ms. Janet Braswell, Public Relations Assistant (in for Chuck Abadie)
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Dr. William Lewis, President
Mr. Craig Tynes, Director of the Physical Plant
Ms. Valerie Horne, Director of Financial Aid
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Ms. Jennifer Seal, Director of QEP
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Mr. Doug Donohue, PRCC Faculty Association (Hattiesburg)
Mr. Chuck Abadie, Director of Public Relations
Mr. Scott Alsobrooks, Director of Workforce Education
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky Askew, Chief Planning Officer

In Dr. Lewis's absence, Dr. Grant opened today's meeting by welcoming all council members. Dr. Grant reported that Dr. Lewis had to attend an important meeting at the Forrest County Center with Rob Turner, Staff Architect from the Bureau of Building and Grounds, and Architect Lewis Griffin to discuss plans for the Brownstone Performing Arts Center. The following departmental reports were then provided by members of the Administrative Council:

Student Services

- Reported that after the sixth week of classes, student retention was at approximately 98.9 percent. It was reported also that 135 at-risk student referrals had been submitted to date. Student retention efforts will continue throughout the school year.

Information Technology

- Presented the current enrollment information. The headcount enrollment at the end of the sixth week is 3,836. This number is expected to decrease after the six week audit.
- Discussed the Luminis portal implementation. Implementation plans are to begin with a "go-live" date during the later portion of the spring semester.
- Provided a report on the Emergency Notification System. An e-mail was recently sent to all employees and students asking them to verify their contact information for the emergency notification system. To date, 70 percent of faculty and staff members had responded to the message and 60 percent of the students had verified their contact information. Employees and students will not receive emergency messages unless they have logged in and updated their contact information.

Recruitment and Orientation

- Reminded council members that the Wildcat Fall Festival for district high school seniors will be held on October 23 between the hours of 9:00 and 11:30 a.m.
- The Student Government Association will sponsor a Halloween Scavenger Hunt beginning at 8:00 a.m. on October 20.

Admissions

- Reported that the summer audit is now being completed and finalized. September 25 was the sixth week date of the fall audit.
- Student loans are now being processed.

Extended Education and Instructional Design

- Provided a current MSVCC enrollment report and a PRCC on-line enrollment report.
- The 2010 spring semester schedule is complete and reported that the spring semester typically is the largest enrollment semester.

Athletics

- Homecoming plans and preparations are now underway.
- Women's Soccer will qualify for playoffs.
- Spring sports are now preparing the fall game schedules.
- Basketball is ready to begin with the first game scheduled for November 2.

Business Services

- There was no report for today's meeting.

Career and Technical Education Programs (Poplarville)

- Reported that the Stockstill Career-Technical Education Building Dedication will be held on Friday, October 16, 2009.

Development Foundation and Alumni Services

- Reported on the planning and preparation for the October 17 Homecoming events.
- The Forrest/Lamar County Alumni Fish Fry will be held October 15.
- The Keith Daniels Scholarship Golf Tournament will be held October 23.
- The Marion/Jefferson Davis County Alumni Steak Dinner will be held November 10.

Public Relations

- Provided a report on media coverage for Homecoming events.
- Reported that the football programs are now being finalized.

Retention and Adult Services

- Reported that a financial aid work shop is being held on October 22 and October 26 for non-traditional students. The workshop will be held in the Olivia Bender Cafeteria's Special Events Room, and it will focus on financial aid services.

Hancock Center

- Reported that plans and preparations for the spring semester are underway.
- Reported that the Hancock County Business Expo will be a three-day event beginning October 29.

Instruction

- Reminded council members that catalog revisions are needed as soon as possible.
- Reported that a recommendation for Title III Director will be submitted for approval to the PRCC Board of Trustees at the November meeting.

Physical Plant

- No report provided.

Financial Aid

- No report provided.

Counseling Center

- No report provided.

Workforce Education

- No report provided.

Faculty Association (Hattiesburg)

- No report provided.
-

Faculty Association (Poplarville)

- No report provided.

Career and Technical Education Programs (Hattiesburg)

- No report provided.

Planning and Research

- No report provided.

Quality Enhancement Plan (QEP)

- No report provided.

There being no further business to come before the administrative council, the meeting adjourned at 9:00 a.m.

_____ _____

Dr. John Grant Date
Vice President for Instruction

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

Special Called Meeting

November 2, 2009

The Pearl River Community College Administrative Council met for a special called meeting at 11:00 a.m. on Monday, November 2, 2009, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or absent:

Attendance:

Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Dr. Adam Breerwood, Dean of Student Services
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Mr. Steve Howard, Chief Technology Officer
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Mr. Richard Mathis, Director of Athletics
Dr. Barbara Gandy, Director of Retention and Adult Services
Ms. Janet Braswell, Public Relations Assistant (in for Chuck Abadie)
Mr. Craig Tynes, Director of the Physical Plant
Ms. Valerie Horne, Director of Financial Aid
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Ms. Jennifer Seal, Director of QEP
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Mr. Doug Donohue, PRCC Faculty Association (Hattiesburg)
Mr. Chuck Abadie, Director of Public Relations
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky Askew, Chief Planning Officer
Ms. Lindsey Miller, Workforce Education (Representative for Scott Alsobrooks)
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Mr. Dow Ford, Assistant Dean of Enrollment Management
Ms. Caycee Simon, Director of Recruitment and Orientation
Mr. Scott Alsobrooks, Director of Workforce Education

Dr. Lewis opened today's special called meeting by welcoming all council members. He stated that Dow Ford and Caycee Simon are in Hancock County this morning working on some orientation and registration issues.

As the meeting began, Dr. Lewis stated that his purpose in calling today's special meeting is to discuss several issues of importance. He began the meeting discussion by informing council members of the direction of the state's budget crisis and the potentially perilous times that the state could be facing in the near future. At this point in time, the state budget is down approximately $78 million and it will have to somehow be recovered. No state growth is expected to help with this deficit, and it is an issue that the legislature will have to address when the 2010 spring session begins.

In discussing the College's budget issues, Dr. Lewis stated that the College has already had a 5 percent cut this year and another 2 or 3 percent reduction is expected later in the year. To make budget matters worse, an additional 10 percent funding reduction is expected for FY 2011and an additional 20 percent reduction is expected for the following year, and by this time, all stimulus funds will have been depleted. Dr. Lewis stated that if the College is faced with a 10 percent reduction next year, a tuition increase will need to be considered to help absorb the cut, but the board of trustees will have the final decision to approve any increase in tuition.

Dr. Lewis stated that with the current budget restrictions, it is difficult for the College to move forward as it has done in the past. He encouraged administrators to begin thinking about and formulating a plan to handle the budget reductions that are expected in the near future. Administrators were encouraged to take the budget issues very seriously and to look at fresh, novel solution ideas. He suggested brainstorming areas that could impact all employees such as program areas and positions that could possibly be eliminated. Unnecessary out-of-state travel has already been cut or reduced. Council members were again encouraged to think, talk, discuss, and brainstorm to formulate some ideas that will assist during this difficult budget time.

Dr. Lewis then opened the floor for a question and answer session. Some areas of discussion included offering more hybrid classes, looking at ways to help the College's consumption of energy, low-enrollment programs, athletic programs, and an annual four-day work week.

In regard to an annual four-day work week, Dr. Lewis suggested that all facilities should be operating at maximum capacity. He reminded council members that the College now offers weekend classes; and should these classes be cut to allow for a four-day work week?

In discussing funding cuts in the athletic programs, Dr. Lewis stated that any reductions could have serious impacts to any athletic area. He stated that there is no FTE funding is available for out-of-state students, but that out-of-state tuition does help to make up for the lack of this impact in the funding formula. He added that athletics are a very vital and historical part of the College's culture and history.

Another area of discussion included the use of funds from insurance money. Dr. Lewis informed council members that insurance money received from the destruction of Hurricane Katrina is designated to replace and repair campus buildings that were lost or damaged by Hurricane Katrina. Also, any monies received from state and county funding sources are also designated for specific purposes. In short, these funds are to be used per state law guidelines.

Dr. Lewis informed council members that he plans to conduct campus-wide small group sessions to further discuss the College's budget issues. The group discussions will be held later in the semester and will include both faculty and staff members.

Dr. Lewis reminded council members that Congressman Gene Taylor will be holding a Town Hall Meeting at 10:00 a.m. on November 13 in the Technology Building's Multipurpose Room.

In closing, Dr. Lewis stated his disappointment over the lack of participation and attendance of employees at the College's recent student and alumni events. He added that this issue has been discussed several times in the past, and requested that faculty and staff are expected to support and attend student and alumni events.

There being no further business to come before the administrative council, the meeting adjourned at 12 noon.

_____ _____

Dr. William Lewis
President

Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

December 9, 2009

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, December 9, 2009, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or absent:

Attendance:

Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Dr. Adam Breerwood, Dean of Student Services
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Ms. Caycee Simon, Director of Recruitment and Orientation
Mr. Steve Howard, Chief Technology Officer
Mr. Dow Ford, Assistant Dean of Enrollment Management
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Mr. Richard Mathis, Director of Athletics
Mr. Craig Tynes, Director of the Physical Plant
Ms. Valerie Horne, Director of Financial Aid
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Mr. Chuck Abadie, Director of Public Relations
Mr. Scott Alsobrooks, Director of Workforce Education
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky Askew, Chief Planning Officer
Mr. Chuck Abadie, Director of Public Relations
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Ms. Frankie Lee (In for Mr. Doug Donohue, PRCC Faculty Association (Hattiesburg))
Ms. Marilyn Dillard, Admimistrative Assistant (Minute Recorder)

Absent:

Dr. Barbara Gandy, Director of Retention and Adult Services
Dr. Jennifer Seal, Director of QEP
Mr. Doug Donohue, PRCC Faculty Association (Hattiesburg)

Dr. Lewis opened today's meeting by welcoming all council members. He informed council members that Dr. Amy Townsend has been selected as Title III Director and that she will need complete support from all employees as she assumes her new role with the College. The following departmental reports were then provided by members of the Administrative Council:

Instruction

- Reported that final exams for the 2010 Fall Semester are now underway.

Planning and Research

- Shared information regarding the SACS Fifth Year Report.
- Since supervisors will be evaluated in January, each administrator was provided with a list of those reporting to him/her. In addition, each was asked to update the list and to indicate the supervisors who are to be evaluated according to the policy.
- Council members were reminded of the procedures regarding the review of the 2008-2009 Strategic Plan and Internal Performance Indicators and the 2009-2010 Fall Semester Assessment Charts, both of which had been sent to them by the Institutional Research Specialist. There were no questions.
- The 2010 Women's Health Symposium brochures were distributed.

Career and Technical Education Programs (Hattiesburg)

- Announced that Dr. Janet Thornton has been selected as the Assistant to the Dean for Evening Programs.
- Reported that another car accident occurred on Monday of this week at the Highway 49 entrance to the campus. There were no serious injuries as a result of the accident.

Hancock Center

- Reported that continued accreditation has been approved by SACS and that the Hancock Center's Substantive Change was also approved.
- Reported that advisement and finances were discussed at the annual meeting of SACS.

Faculty Association (Poplarville)

- Capital Day is scheduled for February 18, 2010.
- Briefly discussed an article from *The Clarion-Ledger* regarding transfer credits and the Articulation Agreement. Stated that students need to be educated on their rights regarding transfer credits.

Faculty Association (Hattiesburg)

- Reported that the annual Respiratory Therapy Pinning Ceremony will be held Friday, December 11, at 6:00 p.m.
- Announced that the application extension date for WIA applications is Friday, December 11, 2009.

Development Foundation and Alumni Services

- Reported that the November alumni fundraisers were successful campaigns and were well-attended by College alumni.
- The Christmas Extravaganza will be held at Blue Jack Ridge on Thursday, December 10.

Career and Technical Education Programs (Poplarville)

- Reported that former long-time faculty member, Jack Regan, recently passed away.
- Final exams are underway.

Business Services

- The conversion of electronic, paperless functions is going well.
- Reported that employee reimbursements for travel, etc. can now be done by direct deposit, and that this process will become mandatory after January 2010. The form is available on-line.
- Reported that students can now request direct deposit on financial aid refunds. In the near future, this process will become mandatory. This direct deposit feature will ensure fraud-free and quicker refunds.
- As a cost-saving measure, all council members were encouraged to consider using electronic mail as opposed to mailing items through the postal system.
- Discussed the processing of invoices. The average processing of an invoice is normally five to ten days, but there are some isolated instances that can cause a delay on submitting an invoice. Council members were requested to forward approval to pay outstanding invoices as soon as they receive the electronic purchase order. The Business Offices relies on the full support and cooperation from all employees in this matter.

Admissions

- Announced that a new feature that allows the electronic submission of transcripts is now in use by the Office of Admissions. This new feature is encrypted and it has an electronic seal which makes it very secure.

Extended Education and Instructional Design

- Distributed and discussed the current on-line enrollment report.
- Distributed and discussed the 2010 Spring On-Line Course Listing.

Physical Plant

- Reported that the roof on Shiver's Gym is complete;
- Bricking of Jeff Davis Hall is expected to be complete in January;
- The Athletic Field House is expected to be complete in spring 2010 semester;
- Requested that council members need to be aware of scheduled events so that requests for heat or air can be submitted prior to the day of the event.
- Dr. Lewis stated that a scheduling process of all building events and campus-wide events is very critical to the operation of the College. He added that a scheduling procedure will be developed internally and that all major divisions will be required to follow the procedure to schedule campus-wide events.

Athletics

- Baseball season is now underway;
- Other sports are recruiting and/or preparing the teams at this time.

Workforce Education

- Reported that the Culinary Program is in process at the Woodall Center. This is a six-week program.

Financial Aid

- The 2009 Fall Semester is being completed; students are being contacted for additional information.

Counseling Center

- Reported that the Career Technology State Report will be submitted electronically;
- Reported on the assigning of specific advisors to students;
- Working closely with Dr. Townsend (Title III) on advisement; the Articulation Agreement is used extensively in the advising process;
- Making improvements in the Computer Lab.
- Reported on attending the recent ACT conference.

Recruitment and Orientation

- Flash drives containing recruiting information are being provided to prospective students;
- The Miss PRCC Wildcat Pageant will be held February 25.

Information Technology

- Distributed and discussed the current enrollment information.
- Reported that Avast Virus Protection (www.avast.com) is free software and encouraged council members to download this virus protection to their home computers.

Public Relations

- Reported that *The Drawl* will be released this week;
- A brochure on the Culinary Program is being finalized;
- The Christmas Concert will be aired December 22-24;
- Advertisements for the 2010 spring semester are being finalized.

Student Services

- Reported that the 2009 Fall semester is almost over with no major student issues occurring; increased communication has been positive with the student populations.
- Reported that the H1N1 flu vaccine will be available free of charge on all campuses beginning the second week in January.

Retention and Adult Services

- No report provided.

Quality Enhancement Plan (QEP)

- No report provided.

President's Report

Policy and Procedure Recommendation:

- Mission Statement and Strategic Goals: No Change

- Proposed Revisions of Procedures of the following policies: Adjunct Faculty, Employment Plan, Evaluation Process, and Work Load. These policies with proposed revisions of procedures are attached to these minutes as Exhibit A.
  A motion was made by Dr. Breerwood, seconded by Dr. Burt, to approve the proposed revisions of procedures of the stated and attached policies. The motion carried.

Calendar Recommendation:

- Recommended approval of the PRCC Academic Calendar for 2010 Fall Semester through 2012 Summer Semester. A motion was made by Dr. Burt, seconded by Scott Alsobrooks, to approve of the calendar as presented. The motion carried. Dr. Lewis stated that this two-year calendar will be presented for final approval by the Board of Trustees at their meeting on January 12, 2010.

Budget:

- Discussed the on-going budget concerns and issues surrounding the state budget reductions. Small group meetings with faculty and staff members will be held early in the spring semester to discuss ideas and solutions regarding budget concerns.
- Discussed budgeted personnel issues that may be addressed through organizational changes, increases in job performance responsibilities, and attrition (through retirements).

In closing, Dr. Lewis wished everyone a safe and Merry Christmas.

There being no further business to come before the administrative council, the meeting adjourned at 10:20 a.m.

_____ _____

Dr. William Lewis
President

Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

February 10, 2010

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, February 10, 2010, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or were absent:

Attendance:

Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Dr. Adam Breerwood, Dean of Student Services
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Ms. Caycee Simon, Director of Recruitment and Orientation
Mr. Steve Howard, Chief Technology Officer
Mr. Dow Ford, Assistant Dean of Enrollment Management
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Barbara Gandy, Director of Retention and Adult Services
Mr. Craig Tynes, Director of the Physical Plant
Ms. Valerie Horne, Director of Financial Aid
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Dr. Jennifer Seal, Director of QEP
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Mr. Doug Donohue, PRCC Faculty Association (Hattiesburg)
Mr. Chuck Abadie, Director of Public Relations
Mr. Scott Alsobrooks, Director of Workforce Education
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky Askew, Chief Planning Officer
Dr. Amy Townsend, Title III Director
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Mr. Richard Mathis, Director of Athletics

Dr. Lewis opened today's meeting by welcoming all council members. He then discussed and invited feedback from council members regarding a more efficient way to facilitate council

meetings. He added that the Administrative Council's membership has become large, and he welcomed any ideas and suggestions for the re-structuring of the council.

Instruction

- Dr. Grant reported that the instructional roster has been updated and that it now contains 314 instructor names.
- The new course schedule will feature a new design in section numbers. The section numbers will reflect the campus where the course is being offered.

Planning and Research

- Dr. Askew reported that the PRCC Board of Trustees approved recommendations made by the Planning and Effectiveness Committee and the Administrative Council regarding the 2010 – 2011 Strategic Plan and Internal Performance Indicators.
- The fourth PRCC Women's Health Symposium was a tremendous success with approximately 300 participants.
- Evaluations of supervisors have been completed except for those associated with maintenance and police. Personnel lists will be sent to supervisors within the next two weeks in order for them to be updated so that personnel evaluations can take place in March according to the policy.
- Suggestions for grant proposals that could be of benefit to all of the community colleges in the State were requested.

Career and Technical Education Programs (Hattiesburg)

- Dr. Burt reported that the Black History Program will be presented on February 18.
- Reported that Dr. Benny Hornsby just completed his tenth higher education degree.

Faculty Association (Hattiesburg)

- The faculty association meeting will be held February 11.
- Capital Day is scheduled for February 18.

Quality Enhancement Plan (QEP)

- Reported that the Poplarville campus has 23 QEP classes with approximately 549 students using Math Power Lab, and the Forrest County Center has 8 QEP classes with approximately 185 students using Math Power Lab.
  Consideration is being given to use Course Redesign techniques during the 2010 Fall semester to alleviate the traffic through Poplarville's lab.

Faculty Association (Poplarville)

- Reported that the faculty association will meet February 11.
- Announced that transportation is being provided for Capital Day on February 18.

Retention and Adult Services

- Reported that a financial aid work shop was recently held for non-traditional students.
- Reported that a meeting will be held in the near future to discuss additional funding for the Student Retention Lab.

Development Foundation and Alumni Services

- Briefly discussed plans for a finance campaign that will begin with a series of community dinners. The Pacesetters Dinner is scheduled for February 11.
- The Wildcat Club has been reinstituted.
- An alumni trip to Savannah, Georgia, and Charleston, South Carolina, is scheduled for the last week of May.

Career and Technical Education Programs (Poplarville)

- Reported that the Skills USA competition will be held on the Poplarville campus February 23. Approximately 300 students are expected to be in attendance.
- Provided a report on the medical condition of Sarah Alexander, daughter of Career-Technical Instructor Teresa Alexander.

Business Services

- Reminded council members that the Needs Assessment forms previously emailed are due by the end of this month.
- Reported that the College's budget to-date has been cut 8 ½ percent which amounts to more than $1.3 million.
- Reminded council members that the budget crisis remains very critical.

Admissions

- Reported that it has been a busy beginning to the 2010 spring semester.
- A new On-Line Orientation Procedure is being reviewed for possible implementation.

Counseling Center

- Announced that the Career Fair has been rescheduled from February 24 to March 10.
- Invitations are being prepared for the March 10 Career Fair.

- A job placement meeting will be held today.
- College Transfer Week will be held in the Great Hall during the first week of March.
- Exit exams for all Career-Technical programs will be given during the last week of March.

Physical Plant

- Reported that the repair of the Shivers Gym roof is now complete;
- New brick work and replacement of stairwells to Jeff Davis Hall is still in an on-going phase;
- Renovations to the new Title III offices located on the second floor of Crosby Hall are now underway and is expected to be complete by mid-April;
- Renovation work to the Alumni House will begin in the near future;
- The new Field House is expected to be completed by the end of March.
- Per Dr. Lewis, the Brownstone Performing Arts Center is expected to begin preliminary start-up in approximately six weeks, and that renovations, new addition, and repairs to Moody Hall is expected to begin by mid-summer; depending on the bid date.

Information Technology

- Presented the current enrollment information as of the fourth week of the 2010 spring semester.
- Announced the Banner 8 upgrades will be implemented during the two-day Mardi Gras Holiday.

Extended Education and Instructional Design

- Provided a current MSVCC enrollment report which reflects the MSVCC Spring 2010 Enrollment Data.
- Discussed the growth in Dual Enrollment.
- Reported that enrollment is expected to continue to increase in the areas of virtual and on-line programs.

Workforce Education

- Reported that enrollment in all workforce training classes is at full capacity.

Financial Aid

- Reported that a Financial Aid Night to assist high school students is being planned.
- Reported that preparations are being made for a Financial Aid Program Review by the U.S. Department of Education.

Hancock Center

- Reported that the first meeting of the Baptist Student Union (BSU) was held in January.
- Announced plans to move the Hancock Center's Library into a larger room.

Recruitment and Orientation

- Reported that many student group tours are planned for February and March.
- The Miss PRCC Wildcat Pageant will be held February 25.
- A new Student Orientation Procedure is being reviewed.
- Scholarship certificates are being prepared for Award's Day.
- Council members were requested to turn in their scholarship lists by April 23.

Title III

- Dr. Lewis recognized and introduced Dr. Amy Townsend, a former PRCC employee, who is now the College's Title III Director. He welcomed Dr. Townsend back to PRCC.
- Dr. Townsend stated that the Title III Program, which will focus on student retention and advisement, is just now in the beginning phase. Staff positions for this year will include an administrative assistant, data analyst, and learning specialist.

Public Relations

- Reported that the new editions of *The Drawl* and *RiverSide* will be released in the near future.
- Reported on WDAM's broadcasts of all games by Super Talk. The broadcasts of sporting events can be accessed through Super Talk on the PRCC Website.

Student Services/Athletics

- Dr. Breerwood stated that a cheerleading dance and a move night will be held tonight; men's basketball is having a great season, and Coach Hatten has signed 31 athletes with 30 of the 31 signees being in-district students.
- Student retention continues to be an on-going effort.

President's Report

- Dr. Lewis informed the council that the potential winter storm predicted for Thursday night and Friday is being closely monitored. Should it become necessary to close the campuses, a statement will be released on the College's automated emergency alert system.
- He informed council members of the critical issue of budget reductions and that PRCC has been cut approximately $1,317,677.00 to-date, and that the College could face

another budget cut before the end of FY2010. In addition, there is a possibility that FY2011 will receive a 10 to 12 percent cut while a more severe cut is possible in FY2012. He added that next year's budget cuts will be carefully considered with personnel reductions being a possibility. Council members were encouraged to consider all issues of the budget crisis and to offer suggestions and solutions on handling the budget cuts. He suggested new ideas and concepts that will produce revenue for the College.

- In building projects Dr. Lewis reported that a new men's dormitory will be constructed on the site of the former Lamar Hall. The bidding process is expected to begin May 2010. The preliminary phases continue for the addition to Moody Hall and the construction of the Brownstone Performing Arts Center. An arbitration process is expected to begin on the rebuilding of M. R. White Coliseum.
- The Building and Grounds Committee recently met and determined a list of priority construction projects. The priority items are as listed:
  - An 8-10 classroom/lab addition for the Science and Mathematics Building;
  - An expansion of the Olivia Bender Cafeteria featuring a new serving line as well as new equipment;
  - New campus entrance/road project, additional parking, and Career Education Center for the Forrest County Center;
  - New bookstore, library expansion, potential new site for the Hancock Center;
  - Additional classrooms and kitchen expansion for the Woodall Center.
- Dr. Lewis reminded council members that funds used for construction and renovation projects are funds that are designated for this purpose and cannot be used for anything other than the designated purpose.

There being no further business to come before the administrative council, the meeting adjourned at 9:50 a.m.

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William Lewis Date
President

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

April 14, 2010

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, April 14, 2010, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or were absent:

Attendance:

Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Dr. Adam Breerwood, Dean of Student Services
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Ms. Caycee Simon, Director of Recruitment and Orientation
Mr. Steve Howard, Chief Technology Officer
Mr. Dow Ford, Assistant Dean of Enrollment Management
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Barbara Gandy, Director of Retention and Adult Services
Mr. Craig Tynes, Director of the Physical Plant
Ms. Valerie Horne, Director of Financial Aid
Dr. Jennifer Seal, Director of QEP
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Mr. Doug Donohue, PRCC Faculty Association (Hattiesburg)
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Richard Mathis, Director of Athletics
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky Askew, Chief Planning Officer
Dr. Amy Townsend, Title III Director
Ms. Janet Braswell, Assistant Public Relations Director (in for Chuck Abadie)
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Mr. Chuck Abadie, Director of Public Relations
Dr. Ann Moore, Director of Counseling Center (Poplarville)

Dr. Lewis opened today's meeting by welcoming all council members. He then gave brief updates on the medical conditions of Chuck Abadie (open heart surgery), Dean Garland (knee replacement surgery), and Daniel Smith (lymphoma).

He informed council members that the April 13 meeting of the PRCC Board of Trustees was a productive meeting.

Dr. Lewis stated that a new procedure is being implemented that will provide formal documentation of all Administrative Council meetings. Effective immediately, meeting minutes will be emailed to all council members for review with any changes/revisions being forwarded to Marilyn Dillard. The finalized minutes will then be voted on for approval by the Administrative Council.

At this time, Dr. Lewis requested approval of the December 9, 2009, and the February 10, 2010, Administrative Council Meeting Minutes. A motion was made by Ernie Lovell, seconded by Cecil Burt, to approve said meeting minutes. The motion carried.

Dr. Lewis reminded council members that all College documents are to be proofread by an administrator and/or staff member before being released to outside entities. He added that the release of incorrect or poorly prepared documents does not reflect a positive image for the College.

Instruction

- Dr. Grant presented and recommended approval of the following Policies: Revisions to the policy and procedures of Academic and Professional Preparation of Faculty; revisions of procedures for the following policies: Community Resources, Employment Plan, Students' Due Process, Wellness Center, and Work Load; and the proposed deletion of Adjunct Faculty Policy. A motion was made by Valerie Horne, seconded by Dr. Cecil Burt, to approve said policy and procedures revisions as stated herein by Dr. Grant. After discussion, it was consensus of the Administrative Council, to table any action on the Students' Due Process Policy until further review of the policy. The motion carried.

Planning and Research

- All supervisors are to complete the evaluation of personnel according to the policy and procedure, document any improvements needed, sign both evaluation forms (supervisor and self evaluations), file one signed copy of each, and give one copy to the person evaluated.
- Student evaluations of instruction are being completed for those instructors who were not evaluated in the fall.
- Committee lists will be sent to all committee chairs and should be reviewed, updated, and returned to the Office of Planning and Research with any recommendations for members, etc.

Faculty Association (Poplarville)

- The Poplarville Faculty Association will hold its regularly scheduled meeting on Thursday, April 15, 2010.
- The PRCC Study Abroad trip to Costa Rica occurs this summer. Christina Otalvaro of the Forrest County Center will lead a group of PRCC students for six credit hours (4 weeks May 23 – June 20.)

Hancock Center

- Reported on summer and fall registration;
- The Hancock County Golf Tournament will be held on April 16;

Retention and Adult Services

- Reported that a meeting for Non-Traditional students will be held on May 5 and 6 at 11:00 a.m. in the Great Hall Conference Room.
- Plans are to meet with the 155th National Guard Unit on May 1 or 2;
- Work is now underway on the Adult Student area.

Faculty Association (Hattiesburg)

- A faculty association meeting will be held later this month. An election will be held for new officers for the next two years.
- A summer get-together is being planned.

Public Relations

- Janet Braswell attended today's meeting for Chuck Abadie who is recuperating from open heart surgery. Janet reported that Chuck is recovering very well.
- The year disk is now finished and has been sent for reproduction.
- News releases are being prepared and released to various media outlets.
- Requested that public relations be notified of any events requiring publicity or photographs.

Development Foundation and Alumni Services

- Reminded council members that the Employee Appreciation dinner is Friday, May 7, at 6:00 p.m. at the President's Home. The employee and spouse (or guest) is invited to attend this annual celebration.
- The Scholarship Development Initiative will kick-off on July 1. A DVD and informational flyer will be developed to encourage scholarship endowments by

business/industry, clubs and organizations, and individuals. The Initiative will run through December.
- The Hancock County Alumni Golf Tournament is scheduled for Friday, April 16. Tee time is 1:00 p.m. at Bridges Golf Course in Bay St. Louis.

Career and Technical Education Programs (Poplarville)

- Reported on the Skills USA national competition;
- Reported that Utility Lineman Preview Day will be held April 22.

Business Services

- Reported that departmental budgets are closely monitored and that questionable purchase requisitions are being returned to the originating department.
- Reported that the budget crisis remains critical and will get worse at the closure of this fiscal year.

Athletics

- Reported that baseball and softball will most likely qualify for the playoffs.
- Basketball and soccer programs are now actively recruiting for their respective programs.

Admissions

- All admissions personnel are extremely busy with processing in-coming applications.

Quality Enhancement Plan (QEP)

- Briefly discussed the Math $^{\text{Power}}$ Lab and Course Redesign techniques.

Financial Aid

- Reported that preparations are underway for the 2010 Fall Semester.
- Reported that Foundation scholarship applications are now being processed and awarded.
- Announced that Pell grants are now available on an annual (year round) basis.

Physical Plant

- Reported that Jeff Davis Hall and the Athletic Field House are nearing completion;
- The Holden-Brownstone Performing Arts Center project is expected to begin this fall;
- Renovations, new addition, and repairs to Moody Hall are expected to begin this summer; depending on the bid date.
- M.R. White Coliseum remains in the arbitration process with FEMA.

- Dr. Lewis reminded council members that insurance funds, state bond funds, and Enlargement/Improvement funds are designated for capital improvements only. These funds cannot be used for any purpose other than for what the funds have been designated.
- Dr. Lewis added that the Forrest County Center has received funding for a new access road. A new Career Education Center is also in the planning process as well as the possibility of the installation of a traffic light for the campus entrance at Highway 49.

Extended Education and Instructional Design

- After one week of registration, numbers in online classes for both summer and fall semesters are higher than last year at the same time.
- The state is upgrading from Blackboard 8.0 to blackboard 9.1.
- Night classes will be offered at Sumrall High School beginning this summer. Columbia classes will be at the Carl Loftin Career and Technology Center.
- There will be a Dual Enrollment meeting this summer on June 15, 2010, 9:00 a.m. to 11:00 a.m.

Workforce Education

- Reported that funding sources are being sought to support Workforce Education programs.

Title III

- Renovation for the Student Success Center, Crosby Hall Second Floor, is expected to be complete by April 23.
- The position of title III Learning Specialist has been advertised with the goal of hiring by the end of April.
- The first meeting of the Integrated Learning Support System Advisory Team was held April 9. This group will serve in an advisory capacity for revamping the student advisement system.
- CAPP implementation is well underway with most program curriculum entered in a Banner test database. Compliance runs will continue for several months with full implementation expected for Fall 2010.

Recruitment and Orientation

- Reported that the on-line orientation module is scheduled to be complete by the end of June.
- Reported that all students who have applied for fall admission will be notified by mail with instructions about the process of completing orientation and registering for classes.
- Announced that high school award ceremonies will begin in two weeks. Administrators were requested to submit any award/scholarship information as soon as possible.

Career and Technical Education Programs (Hattiesburg)

- Dr. Burt reported that the Forrest County Center Awards Day will be held on May 6.
- Reported that several campus projects will soon be underway. These projects include parking, a new career education building, and the installation of a traffic light at the campus entrance of Highway 49.

Information Technology

- Reported that 642 students have pre-registered to-date.
- Reported that the College's 16 year old phone system will be upgraded in the near future.

Counseling Center

- No report provided.

Student Services

- Announced that Awards Day for the Poplarville Campus will be held on April 22.
- Reported that Robert Marble and John Robinson are retiring from the PRCC Police force.

President's Report

- Dr. Lewis requested that non-renewal employee contracts should be submitted as soon as possible.
- He briefly discussed the budget issues and challenges ahead for the next two years. In order to comply with a reduced budget, some employees will be required to accept additional responsibilities, some positions will not be re-filled, unnecessary purchase requisitions will be returned, and some travel will not be approved. Dr. Lewis stated that his top priority is to maintain currently filled positions. He added that PRCC is in a better position that most state agencies and that the budget issues will be discussed in the upcoming Budget Forums.
- Announced that a four-day summer work schedule will be recommended to the Board of Trustees at the May 11 board meeting. The four-day schedule will consist of work hours 7:30 a.m. to 5:00 p.m. Monday through Thursday and closing the College on Fridays.

There being no further business to come before the administrative council, the meeting adjourned at 10:00 a.m.

_____ _____

William Lewis Date
President

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

June 10, 2010

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Thursday, June 10, 2010, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or were absent:

Attendance:

Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Ms. Caycee Simon, Assistant Dean for Student Life
Mr. Dow Ford, Assistant Dean of Enrollment Management
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Barbara Gandy, Director of Retention and Adult Services
Mr. Craig Tynes, Director of the Physical Plant
Ms. Valerie Horne, Director of Financial Aid
Dr. Jennifer Seal, Director of QEP
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Richard Mathis, Director of Athletics
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky Askew, Chief Planning Officer
Dr. Amy Townsend, Title III Director
Ms. Janet Braswell, Assistant Public Relations Director (in for Chuck Abadie)
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Ms. Brenda Windham, Representing Information Technology
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Ms. Robin Nix, Faculty Association President, Poplarville Campus
Dr. Ryan Ruckel, PRCC Faculty Association, Hattiesburg Campus
Dr. Adam Breerwood, Dean of Student Services
Mr. Steve Howard, Chief Technology Officer
Mr. Chuck Abadie, Director of Public Relations

Dr. Lewis opened today's meeting by welcoming all council members. Departmental reports were then provided by council members.

Instruction

- Discussed preparation of the 2010-2011 College Catalog.

Planning and Research

- The 2010-2011 Policy/Procedure Manual is currently being prepared for distribution. Although this information is updated as needed online, anyone who wants a printed copy may have one by communicating with the Office of Planning and Research.
- Evaluations of instruction will begin for the summer term according to policy. The 2010-2011 schedule for evaluations of all personnel will be sent by email to the Administrative Council members.
- Reports regarding the 2009-2010 Strategic Plan Internal Performance Indicators will be requested in July as will the completed Administrative Assessment Charts.
- All information regarding the requirements of the Higher Education Opportunity Act should be reviewed by those responsible for the specific areas involved and updated by those individuals as changes are made.

Hancock Center

- From May 3 through May 14, the Hancock Center helped coordinate and house classes for British Petroleum and H.S.I. Industrial & Environmental. 613 people attended thirteen classes consisting of four-hour Basic Safety training classes presented by British Petroleum. There was one class for boat owners, and it was attended by eight people. 197 people were trained in four 40-hour HazWhoper classes. The students who completed the 40-hour training classes were eligible for hire for the oil cleanup crews. A total of 818 students went through some type of safety training within these eleven days. The College was reimbursed by BP for $1,077.59 for various related expenses, and H.S.I. paid room usage fees of $1,875.00.
- The Hancock Center has seen an increase in summer enrollment. Additions for the fall include a new textbook store; moving the library/learning lab to room 100 for more space; the addition of a 1,040 sq. ft. classroom which will be used for GIS training, welding classroom space, and as an overflow classroom; the addition of a new full-time math instructor; and the implementation of a QEP Math Lab.

Retention and Adult Services

- Adult Learning Services had approximately 70 members for the 2009 fall and 2010 spring semesters. Students are being trained on the registration process.
- A new marketing brochure is being designed and developed.
- Developing a PowerPoint that will provide information on fall and spring retention rates.

Public Relations

- The annual President's Report is being finalized and will be distributed and mailed by the end of June.
- A new television ad featuring PRCC graduates began running this month and will run for the next three months.
- Work is underway for the process of planning ads for fall 2010 classes.
- A letter and advertising information for football program ads will be going out to vendors later this month.

Development Foundation and Alumni Services

- Work is being done on the Alumni House through a grant provided by the Mississippi Department of Archives and History. Brick work and window/door restoration are part of the work underway. The project should be complete by July 1.
- The Forrest/Lamar Chapter of the PRCC Alumni Association held their Scholarship Golf Tournament at Pine Creek Country Club in Purvis on Saturday, June 5. The Chapter will support five full tuition scholarships this fall through proceeds raised from the tournament.

Career and Technical Education Programs (Poplarville)

- The Skills-USA students in Heating, Ventilation, A/C and Refrigeration, Machine Tool, and Small Appliance will compete at the national competition in Kansas City, Missouri, the week of June 21-25, 2010.

Business Services

- The FY 2011 budget was approved by the Board of Trustees at the June 8, 2010, board meeting. Copies of the budget have been placed in the library for public viewing. We anticipate getting employee contracts emailed next week.
- Effective July 1, all employee reimbursement requests will be processed as direct deposits only. The direct deposit form is available on the web site. Effective this fall, student financial aid refunds will be mandatory direct deposits only.

- We no longer submit original purchase order forms to vendors. You are to use the email copy of your purchase order to provide your vendor with the purchase order number. You may also forward the email copy, or fax, to your vendor should they need a hard copy of the purchase order.
- The Administrative Council was also informed that Dean Garland is no longer employed by Valley Food Services and that all cafeteria requests should be communicated with Regina who is serving as the interim cafeteria manager.

Athletics

- Announced that the softball team won the state championship.
- Baseball advanced to the region XXIII tournament.
- Reported that more than 70 student athletes are enrolled in summer school.
- All sports are actively recruiting at this time.
- Several Pearl River athletes in almost all sports have signed with four-year schools.

Admissions

- Admissions personnel are very busy in processing applications.
- Applications for admission are up (increase).
- 733 students from the spring semester have been placed on Academic Probation or Academic Suspension.

Quality Enhancement Plan (QEP)

- The QEP work group will be composing a draft of the SACS five-year report.
- The QEP instructors have completed their annual training and will receive additional training for the new software being implemented during the Fall semester. The new software will support course redesign within the remedial mathematics courses as well as College Algebra.
- Expanding the MathPower Lab into the Computer Science lab is expected to begin next week.

Physical Plant

- Painting and carpet installation in Holden Dorm will be complete this month.
- Painting of the New Men's Dorm is in progress and should be completed by the end of July.
- Asbestos tile removal in Jefferson Davis Hall is now complete.
- Tile replacement and painting at Jefferson Davis Hall will be complete this week
- Installation of stairwells for Jefferson Davis Hall will begin next week
- Curbs and gutters are being installed at the new parking lot on the Hattiesburg Campus. The base coat asphalt is due to begin next week

- Renovations to Trailer K are complete. The move in is expected next week.
- Band hall courtyard renovations is expected to be complete by the end June.
- Moody Hall bid was awarded to Mac's Construction Company. Work is expected to begin in July.
- The New Men's Dorm will bid June 22.

Extended Education and Instructional Design

- Online enrollment for the fall is up from this same time as last year.
- The Dual Enrollment meeting will be Tuesday, June 15, at 9:00 a.m. in the back conference room in the Olivia Bender Cafeteria.

Workforce Education

- Discussed the Culinary Program at the Advanced Technology Center. This program now caters to groups that utilize the ATC for training and seminars. Meal prices are for individuals at a per customer rate or for entire groups at a group rate.

Title III

- Renovation of the Success Center is complete and will be fully operational by the 2010 fall semester.
- To date, the advisory team has met five times for approximately 10 hours of dialogue to identify issues related to advisement and to develop training in best advisement practices.
- A site visit to Tallahassee Community College to learn firsthand of the success and lessons learned through their Title III grant now in its fourth year of implementation; similar grant objectives to PRCC.
- Ms. Leslie Butler was approved for employment as the Title III Specialist.
- In process of forming target faculty/staff group to receive training in best advisement practices and the redesign of the College Study Skills course to become the College Success Course which will be piloted in the fall semester.
- CAPP module is built and will be operational through Wildcat Web within the month; will enable faculty, staff, and students to complete a degree evaluation and assist students in meeting educational and career goals.

Student Life

- The Online Orientation module is in its final stages of implementation. It is scheduled to be available to students the first week of July.
- A new recruitment brochure is being designed.

- Students are continually being notified and reminded by mail and email regarding the registration procedure.

Career and Technical Education Programs (Hattiesburg)

- The parking lot project is progressing on schedule.
- The Occupational Therapy Assistant Program is now fully accredited.
- Announced that 100% of the Medical Radiologic Technology graduates have passed national registry.

Information Technology

- Reported the total enrollment number for the 2010 Summer Term is 1,968.
- Reported on the telephone upgrade project. Site surveys are being completed, getting good responses, and are firmly into the data process. Monday, June 14, will be the 'kick-off' with vendors, turning over information, discussion with implementation team, and decisions on the best method for activating the system. There will be training on the phone system including one for end users.
- Discussed the Luminus project. There will be a single sign-on entry to all major IT systems. Information will be customized and targeted to specific groups. System Administrative training is taking place this week. Content administrative training will be conducted on this campus (actually developing the content) later this month or possibly July.
- Reported on Nebraska E-Text Books. This will be the purchasing of textbooks online. Training for this software will be the week of June 21. A storefront website will be created for PRCC. Students can purchase their textbooks online by a credit card or with financial aid funds. The books will be picked up at the campus bookstore. PRCC general merchandise will also be available for online purchase through the College's web site. "Jump books' will be available, but students will be required to purchase an access code to download the textbooks.

Counseling Center

- ACT Compass will be in place at all three PRCC locations in August. Compass will be used as an ability to benefit examination for prospective students who possess neither a standard high school diploma nor passing scores on the GED. Compass will replace neither the National ACT nor the ACT Residual examinations.
- Held a meeting with Dr. Grant to determine how to meet the needs of the large number of students who will be registering during the early registration period. The three day early registration sessions normally held in July will be accomplished through individual sessions arranged by appointments. To assist with this process, two faculty advisors, Carol Williams and Deana Holifield, will work in the Counseling, Advisement, & Placement Center during June and July.

- Steps have begun toward establishing an honors program at PRCC. A grant is being sought for the funding of this program.
- Advisement and Banner training sessions for faculty advisors were conducted in May and June. Provisions have been made for individual training sessions requested by faculty. An additional training session is planned when faculty return in August.

Student Services

- No report provided.

Faculty Association (Poplarville)

- No report provided.

Faculty Association (Hattiesburg)

- No report provided.

Financial Aid

- No report provided.

President's Report

- Gave a brief report on the June 8, 2010, Board of Trustees meeting.
- Reminded administrators that the four-day summer work schedule was board approved at the May 11 board meeting. The four-day schedule will consist of work hours 7:30 a.m. to 5:00 p.m. Monday through Thursday and closing the College on Fridays. This schedule began June 1 and will end July 30. The regular work schedule will resume on Monday, August 2, 2010.

There being no further business to come before the administrative council, the meeting adjourned at 10:00 a.m.

William Lewis, President

10/13/10
Date

PEARL RIVER COMMUNITY COLLEGE

Planning and Effectiveness Committee

September 30, 2009

Committee Members Present: Becky Askew, Adam Breerwood, Amy Daly, Dannell Roberts, Jennifer Seal, Brenda Wells

Call to Order	Amy Daly welcomed everyone and called the meeting to order.
New Business	The committee reviewed the 2008-2009 Strategic Plan and Internal Performance Indicator Report. The committee approved the report.
October meeting	The next meeting of the Planning and Effectiveness Committee will be held on Wednesday, October 21, 2009 at 1:30 pm in the conference room in the Administration Building. At this meeting, the committee will review 2009-2010 Fall Semester Assessment Charts. These will be emailed to each committee member for review prior to the meeting. At this meeting, the committee will also discuss meeting times for future meetings.
Adjournment	There being no further business to discuss, the meeting was adjourned.

Respectfully submitted,

Amy Daly, Chair

Planning and Effectiveness Committee

PEARL RIVER COMMUNITY COLLEGE

Planning and Effectiveness Committee Meeting

January 13, 2010

Members Present: Becky Askew, John Grant, Danell Roberts, Valerie Horne, Mike Bass, Brenda Wells, Amy Daly

Call to Order	Amy Daly welcomed everyone and called the meeting to order.
New Business	The committee reviewed the 2009-2010 Strategic Plan and IPI Interim Report.
	The committee reviewed, revised and approved the proposed 2010-2011 Mission Statement, Strategic Goals, and IPIs (Strategic Plan). Revisions are attached to the minutes.
Future Meetings	No meetings are scheduled at this time. Future meetings will be scheduled if necessary.
Adjournment	There being no further business to discuss, the meeting was adjourned.

Respectfully submitted,

Amy S. Daly, Chairperson

Planning and Effectiveness Committee

POLICY AND PROCEDURE COMMITTEE MEETING
Tuesday, October 20, 2009
10:50 a.m.
Minutes

Members Present: Dr. John A. Grant, Jr. (Chair), Ms. Teresa Alexander, Dr. Adam Breerwood, Dr. Cecil Burt, Ms. Jill Fletcher, Ms. Belinda Holden, Mr. Roger Knight, Ms. Robin Nix, Ms. Jacki Runnels, Ms. Angelia Ryals, Mr. Jim Walsh, Mr. Don Welsh

Guest Present: Mr. Doug Donohue

Minutes from October 23, 2008, Meeting

A motion to approve was made by Dr. Cecil Burt.
The motion was seconded by Mr. Don Welsh.
The motion was passed unanimously.

Mission Statement and Strategic Goals

Committee members reviewed and did not recommend any changes.
A motion to approve was made by Mr. Jim Walsh.
The motion was seconded by Ms. Jacki Runnels.
The motion was passed unanimously.

Proposed Revisions of Procedures

Adjunct Faculty

A motion to approve was made by Ms. Jacki Runnels.
The motion was seconded by Dr. Cecil Burt.
The motion was passed unanimously.

Employment Plan

A motion to accept Paragraph 4 was made by Ms. Robin Nix.
The motion was seconded by Dr. Cecil Burt.
The motion was passed unanimously.

A motion to table Paragraph 5 for further review/discussion was made by Dr. Cecil Burt.
The motion was seconded by Mr. Don Welsh.
The motion was passed unanimously.

Evaluation Process

A motion to approve was made by Mr. Don Welsh.
The motion was seconded by Ms. Jacki Runnels.
The motion was passed unanimously.

Work Load

A motion to approve was made by Ms. Belinda Holden.
The motion was seconded by Ms. Teresa Alexander.
The motion was passed unanimously.

Early Alert System

Discussed and no action taken at this time.

Meeting Adjourned at 11:30 a.m.

POLICY AND PROCEDURE COMMITTEE MEETING
Tuesday, March 23, 2010
10:50 a.m.
Minutes

Members Present: Dr. John A. Grant, Jr. (Chair), Mr. Scott Alsobrooks, Dr. Becky Askew, Dr. Adam Breerwood, Dr. Glenn Dale, Mr. James Elbers, Mr. Roger Knight, Ms. Robin Nix, Ms. Jacki Runnels, Ms. Angelia Ryals, Mr. Jim Walsh, Mr. Don Welsh, Ms. Michelle Wilson (for Maggie Smith)

Minutes from October 20, 2009, Meeting

A motion to approve was made by Ms. Robin Nix.
The motion was seconded by Mr. Jim Walsh.
The motion was passed unanimously.

Proposed Revisions of Policy and Procedure

Academic and Professional Preparation of Faculty

A motion to approve was made by Mr. Scott Alsobrooks.
The motion was seconded by Dr. Becky Askew.
The motion was passed unanimously.

Proposed Revisions of Procedures

Community Resources

A motion to approve was made by Mr. Roger Knight.
The motion was seconded by Mr. Don Welsh.
The motion was passed unanimously.

Employment Plan

A motion to accept was made by Mr. Scott Alsobrooks.
The motion was seconded by Dr. Adam Breerwood.
The motion was passed unanimously.

Students' Due Process

A motion to approve was made by Ms. Angelia Ryals.
The motion was seconded by Mr. Roger Knight.
The motion was passed unanimously.

Wellness Center

A motion to table until further discussion with Tara Rouse was made by Mr. Roger Knight.
The motion was seconded by Mr. Scott Alsobrooks.
The motion was passed unanimously.

Work Load

A motion to approve was made by Ms. Jacki Runnels.
The motion was seconded by Ms. Michelle Wilson.
The motion was passed unanimously.

Proposed Deletion of Adjunct Faculty Policy

A motion to approve was made by Mr. Roger Knight.
The motion was seconded by Mr. Don Welsh.
The motion was passed unanimously.

Early Alert System

Discussed and no action taken at this time.

Meeting recessed for further review of the Wellness Center Policy

A motion to approve the recess was made by Dr. Becky Askew.
The motion was seconded by Mr. Scott Alsobrooks.
The motion was passed unanimously.

Following suggestions from Tara Rouse, the revised Wellness Center Policy was sent to committee members by email. The revisions to this policy and procedure were approved.

Following the dispensation of the recommendations concerning this policy, the Chair declared the meeting adjourned.

Fiscal Management Committee Meeting Minutes Fall 2009

The institution's Fiscal Management Committee members convened on November 5, 2009, in an all-day retreat to discuss the financial challenges being faced by the institution as a result of the projected state funding cuts being predicted by the Governor's office.

State projections indicate that the college may face an additional 3.00% to 4.00% reduction in state funding as early as the spring of 2010, with a projected 10.00% reduction in state funding state wide for FY 2011.

The Fiscal Management Committee reviewed a number of the institution's cost centers in an effort to identify those areas where potential cost savings may exist.

Submitted by:

Roger Knight
Dean of Business Services

Fiscal Management Committee Meeting Spring 2010

The Fiscal Management Committee met during February 2010 to establish the Budget Process for FY 2011. This process included the initiation of the budget process during the month of February with the budget being finalized during the month of May, and presented to the Board of Trustees during the June board meeting for approval and adoption.

The established budget process was followed, and the process was completed within the allocated period of time.

Submitted by:

Roger Knight
Dean of Business Services

INSTRUCTIONAL COUNCIL
October 8, 2009

MINUTES

The following members of the Instructional Council were present:

Mr. Kenny Adams
Ms. Susan Anderson
Ms. Wendy Aube'
Mr. Raymunda Barnes
Dr. Stephen Black
Mr. Lonnie Burchell
Dr. Cecil Burt
Ms. Peggy Dease
Mr. Dow Ford
Dr. Ann Moore
Dr. Ryan Ruckel
Dr. Martha Lou Smith
Mr. Don Welsh
Ms. Martha Willoughby

1. Dr. John A. Grant, Jr., Chair, called the meeting to order and distributed the agenda.

2. A motion was made by Dr. Cecil Burt and seconded by Ms. Martha Willoughby to change Computer Network Support Technology to Information Systems Technology with Computer Networking Technology Option with the changes in the following courses.

   a. CNT 1414 to IST 1134

   b. New course - IST 1143

   c. CPT 1353 to IST 1163

   d. CPT 262(1-6) to IST 291(1-6)

   e. CNT 1524 to IST 1223

   f. CNT 1624 to IST 1244

   g. CNT 2533 to IST 2224

   h. CNT 2544 to IST 2234

   i. CNT 2544 to IST 2234

   j. CPT 2424 to IST 2384

   k. CNT 2644 to IST 2554

3. A motion was made by Ms. Peggy Dease and seconded by Dr. Ryan Ruckel that the following new courses under the Department of Humanities and Social Sciences be added to the College curriculum.

   a. ENG 2613 - Film as Literature

   b. EPY 2523 - Adolescent Psychology

   c. MFL 2513 - Occupational Spanish

   d. MFL 2613 - Foreign Language Study Abroad

   e. PHI 2143 - Ethics

   f. PHI 2713 - Logic

   g. PSC 2113 - Comparative Government

   h. SOC 1513 - Ethnic Relations

   i. SOC 2153 - The Family

4. A motion was made by Dr. Cecil Burt and seconded by Dr. Stephen Black to change the following Computer Science classes.

   a. Change CSC 1614, Computer Programming I to CSC 1613, Computer Programming I.

   b. Change CSC 2624, Computer Programming II to CSC 2623, Computer Programming II.

5. A motion was made by Ms. Susan Anderson and seconded by Mr. Don Welsh to drop Computer Programing Technology as an Associate in Applied Science degree at Pearl River.

6. Dr. Ann Moore presented Advisement Forms for review and a discussion on the requirement of 64 hours for an Associate in Arts degree took place. No action was made on these items.

7. A motion to adjourn was made by Ms. Peggy Dease and seconded by Ms. Martha Willoughby.

INSTRUCTIONAL COUNCIL
February 18, 2010

M I N U T E S

The following members of the Instructional Council were present:

Ms. Wendy Aube'
Mr. Raymunda Barnes
Dr. Stephen Black
Mr. Lonnie Burchell
Ms. Peggy Dease
Mr. Dow Ford
Dr. Ann Moore
Mr. Archie Rawls
Ms. Judy Roane
Dr. Martha Lou Smith
Ms. Martha Willoughby

Guest: Ms. Sabrina Brown

1. Dr. John A. Grant, Jr., Chair, called the meeting to order and distributed the agenda and informational materials.

2. A motion was made by Mr. Archie Rawls and seconded by Dr. Martha Lou Smith to add a new course, IST 291(1-6), Supervised Work Experience in Information Systems Technology. The motion carried.

3. Mr. Archie Rawls made a motion to change the Health, Physical Education, and Recreation courses to conform with the State Uniform Course Numbering System. The motion was seconded by Ms. Peggy Dease and the council voted unanimously to recommend the change.

4. A motion was made by Mr. Lonnie Burchell to reinstate two Developmental Reading courses, REA 0113, Beginning Reading, and REA 0123, Intermediate Reading. Dr. Stephen Black seconded the motion and it was carried by the council.

5. Ms. Peggy Dease made a motion to change CHE 2432, Organic Chemistry II Laboratory to CHE 2431, Organic Chemistry II Laboratory. Ms. Martha Willoughby seconded the motion and the council voted unanimously to recommend the change.

Professional Development Committee
Minutes
September 24, 2009

Members present: *Becky Askew, Becky Dale, John Grant, Sarah Henry, Kathy Hodge, Scott Kimball, Sharman Ladner, Sam Lawler, Gwen Smith, and Brenda Wells*

The following topics were discussed:

- Evaluation results of August 12, 2009, meeting
    - Committee suggests continuing with format.
    - Suggestion to consider offering separate session for Professional Staff at a different time from regular Faculty Meeting. It was noted that part of Professional Staff's responsibility is to support Faculty and that they should be in attendance at the Faculty meeting.

- New Faculty Orientation
    - No suggestions to change format of this session.
    - Feedback will be requested from new faculty members for suggestions that they might have.

- Suggestions for Faculty Training throughout year
    - Discussion of sessions planned for fall semester
    - Updates concerning recently scheduled sessions in October:
        Social Networking in Education – Dr. Yuen
        Student Learning Outcomes – Dr. Grant
    - Faculty Sharing Sessions suggested by committee members:
        - Sympodium and Smart Board training

    - Support Staff sessions
        - Summary of sessions provided to-date
            - AEOP organization is now organized and meeting regularly
                - Had first fund-raising event in August, 2009

Professional Development Committee
April 29, 2010
Minutes

Members present: *Becky Askew, Joan Brown, Becky Dale, John Grant, Scott Kimball, Jacki Runnels, Maggie Smith, and Brenda Wells*

The main topic of discussion concerned the August 2010 Faculty-Staff Orientation session.

- Format of Orientation
    - Faculty evaluations indicated a high level of satisfaction with last year's format.
    - Committee members agreed unanimously to continue with the same format as last year.
    - Topics being considered for the Faculty Session include the following:
        - QEP and Course Redesign;
        - Student Learning Outcomes and
        - Other topics as selected by Vice President for Instruction
        -
    - The General Session will include the President's address.
    - The Keynote speaker will be motivational.

- Topics suggested for future Professional Development sessions
    - Assessment and student learning outcomes
    - Blackboard *(Distance Learning Department handles these trainings)*
    - Luminous portal
    - Telephone system
    - Smartboard training (for Career/Technical faculty)
    - Life Skills and Business Skills (Relating to Students, Work Styles, Why We Work, Proper Dress and Grooming, Business and Office Etiquette, etc.)

- Next Meeting
    - An announcement will be sent out concerning the next meeting, which will be scheduled during summer.

Student Services Committee

Dr. Adam Breerwood, Chair

Date:	September 14, 2009
Location:	2nd Floor Conference Room / Administration Building @ 10:00am
Members Present:	Dow Ford, Jim Moore, Barbara Gandy, Bob Escudero, Adam Breerwood, Caycee Simon, Maggie Smith, Tiffany Hicks, Joann Guillot

Members of the committee discussed the following issues:

1. Online Orientation
2. Student Services Webpage
3. Student Activities/Sprit Week
4. Meet the Wildcats/Review
5. New email system for students
6. Improvement in technology regarding student services

Student Services Committee

Dr. Adam Breerwood, Chair

Date:	March 25, 2010
Location:	2nd Floor Conference Room / Administration Building @ 10:00am
Members Present:	Dow Ford, Jim Moore, Barbara Gandy, Bob Escudero, Adam Breerwood, Caycee Simon, Maggie Smith, Tiffany Hicks, Joann Guillot

Members of the committee discussed the following issues:

1. Online Orientation
2. Summer Bridge Program
3. Relocation of Offices
4. Policy Change
5. Improvements to Early Alert System
6. New telephone system

WORFORCE MEETING – Welding on Wheels
August 10, 2009
9:00 AM
Scott Alsobrooks Office

Attendees:
Scott Alsobrooks
Leland Kennedy
Heath Ladner
Dee Dee Reid

The purpose of this meeting is to get organized and to schedule the high school welding programs for the fall. Our primary goal is secondary education. We are gauged on how many high schools we train. We will do two weeks of welding. They will be tested for SMAW/FCAW. If they pass this test, the student will receive AWS certification.

The Poplarville High School students will use our facilities at the Welding shop in Poplarville for training beginning on August 17 until August 27, 2009 at night. The next class will begin on September 21, 2009 and end October 2, 2009 at Pearl River Central High School. Lamar County Vo-Tech is schedule for October 13, 2009 – October 22, 2009. Columbia High School will follow on November 2, 2009 to November 13, 2009.

Leland will contact Petal High, Brooklyn High, Hattiesburg High, North Forrest High and others for the spring. They would like to also teach Bay High. The can use our facilities at Waveland since they do not have their own shop.

The WOW trailer is up and mobile. Heath Ladner will be the instructor for these classes. Scott said to keep and eye out for media write-ups and success stories to report on the students. This will be reported to Janet or Chuck at PRCC. We would like as much coverage as we can on this. Heath is to get the following filled out for each class:
Demographic Form
Sign In sheet
Exit Interview

With no other discussions pending, the meeting was adjourned.

Respectfully submitted,

Dee Dee Reid

Minutes for Meeting

December 17, 2009
Scott Alsobrooks' Office
NEG Grant

Attendees:
Scott Alsobrooks
Tommy Dorsey
Leland Kennedy
Julie Ray
Roger Knight
Troy Teadt
Ray Cody
Dee Dee Reid

The purpose of this meeting is to de-obligate funds from the NEG Grant. The State is de-obligating $350,000. Scott said we need to brainstorm and come up with a solution that works best. The information needs to be turned into the State by December 31, 2009.

Tommy Dorsey suggested moving the welding portion of the grant to WIRED with the permission of Yolanda Boone of MDES. Tommy has a call in to her and expects to hear something in the next few days. He will get back to Scott.

Scott asked if we could lower our indirect cost percentage. Roger Knight said that wasn't realistic in the grand scheme of things.

Tommy Dorsey suggested that we end some of the courses early or all courses early. This would work for some courses, but not all.

Scott stated that the GIS program will be phased out of NEG all together. This will cut $135,000. Welding will save around $50,000.

Scott told Tommy that we would put a plan together and have it to him by the end of the year. He will work during the Christmas Holidays.

Respectfully submitted,

Dee Dee Reid
Workforce Education Assistant

WORKFORCE EDUCATION

Meeting Minutes
March 15, 2010

The meeting of workforce education was called to order at 1:00 PM on March 15, 2010 in Hattiesburg at the Woodall Center by Scott Alsobrooks.

Present:

Scott Alsobrooks	Dale Miller	Troy Teadt
Lindsey Miller	Barry Upton	Jason Brown
Lee Bell	T. L. Davis	Marc McPhail
Randy Henry	Angela Ryals	Donnie Odom
Dee Dee Reid	Rebecca Brown	Lee Reid
Heath Ladner	Raymond Jarrell	Audrey Smith
Matthew Carver	Brad Ladner	Mike Guthrie
Leland Kennedy		

Scott Alsobrooks opened the meeting. He stated that Workforce had the first meeting five years ago. He called on the attendees to talk about each of their programs.

Matthew Carver was introduced by Scott. He teaches our new Culinary Training program. The classes have started out slow but successful. They are six week courses. The students are taught basic food preparation and restaurant management techniques. The will be cooking for many people in the area and at PRCC. At the conclusion of the course, they will be tested for ServeSafe Certification.

Leland Kennedy then spoke. He is the Master Trainer for Welding. He does the American Welding Society Testing and oversees the WIRED Grant. Because of the WIRED Grant, we were able to purchase many supplies that will help sustain the welding program. The welding programs are all at capacity and he has certified a lot of our students. We are training in Waveland, Poplarville, Hancock Vo-Tech, Jeff Davis and Hattiesburg. We run night classes at all of these locations. The Welding on Wheels program teaches high school students. We go to the high schools and give these students an introduction to the processes of welding.

Marc McPhail, welding instructor for the Waveland campus, gave a glowing report on the shop at Waveland. It has been very successful. Classes meet days, nights and we also have weekend classes. PRCC is running the welding shop almost around the clock. These students will also be certified AWS (American Welding Society) if they pass their tests. Mike Guthrie is the instructor for nights and weekends.

Heath Ladner reported that he teaches welding to high school students with the "Welding on Wheels" program. We have a fully functioning trailer that he teaches with. He will do four to six week programs at schools in our area. The program is a year old and been

very popular. The students are tested after the course and if they pass the basic structural test, they will receive AWS Certification.

Mike Guthrie introduced himself as the welding instructor for Waveland. He is teaching nights on Monday through Thursday and Weekends on Friday and Saturday all day. He is happy to be part of the program.

Jason Brown introduced himself as one of three Commercial Truck Driving Instructors. He commented that the program has an extremely long waiting list and most of his students received their Class A CDL, with many getting jobs immediately.

Donnie Odom introduced himself as a Commercial Truck Driving Instructor. He said things were going great and he has had a lot of success with the students. They usually teach a student for eight weeks before they are tested but they also do 40 – 80 hour refresher courses.

Terry Davis reported that he teaches construction equipment students and certifies utility lineman students on the equipment portion of the program for underground utilities. He and his students do projects for PRCC Poplarville and Forrest County Campus, Churches, schools and other non-profit organizations. His program is going well. We are still considering integrating a class of Construction Equipment Operations in with the Construction Management Program to make the CMP even more valuable for the students. We are also considering the possibility of making this course accredited.

Brad Ladner said that he was also a Construction Equipment Operations Instructor. He said the students were doing well and he would love to see the program continue after the grant ends.

Lee Bell is project manager for Pine Belt Mental Health, Forrest General Hospital and many more. She also oversees the EMT training. These programs are doing well and also continuing to grow. She is currently working with Matthew Carver to help establish the Culinary Training program.

Angela Ryals explained that she interviews dislocated workers and works with them to help with employment. She has folders with information she gives to dislocated workers on our classes available. She also touches on GED. She tests career readiness certificates through Work keys.

Rebecca Brown teaches computer classes and the WIN Job Center. She has a tremendous class load. She has a large waiting list. She is hoping to be able to hire another instructor to teach these classes.

Dee Dee Reid introduced herself as the Workforce Education Assistant. She works for Scott Alsobrooks. She puts together the classes for welding, construction equipment, and truck driving. She keeps the data on these students and does MDES reporting and DOL reporting. She said that the waiting lists are long for all classes. The WIRED Grant and

the NEG Grant will be over June 30, 2010 and there is no way possible that we will be able to get to all the students on the waiting list.

Troy Teadt stated his primary subject is GIS. He works at Stennis doing ESRI training. He said his program is growing and not slowing down at all. All programs are doing well.

Randy Henry stated that he is the Utility Lineman Instructor. His course offers both a one year certificate and a two year Associate degree. His classes are on the block schedule. He is at capacity with the classes. It has become an extremely popular course. The utility companies like Coast and Chain are working with him and also hiring a lot of his students. Pike and Mississippi Power are now hiring our students. Susan Anderson is the manager for the program. She sets the scheduling of students.

Lindsey Miller discussed that all of her computer classes are full. She has ongoing classes in Hancock, Marion County, and Picayune. The auditorium at the Woodall Center is ready for use. She is still doing Walmart.com. Lindsey and Scott are working on an Entrepreneurship Class. They hope to get it going by August.

Barry Upton stated that he is the Director of Adult Education. He helps people earn their GED. He has day and night classes available. He has 800 enrolled. GED's are up and he saturated the district with advertising. He has a new GED counselor to aid students and then assists them into PRCC or a training program. He would like funding for a reading program. The need is great for this.

Scott Alsobrooks thanked everyone for doing a good job. The WIRED and NEG grants will end on June 30, 2010. He hopes we will be able to get more grant funding and continue these programs. He asked for anyone to come to him with questions or new project ideas.

The meeting was adjourned at 2:50 PM by Scott Alsobrooks.

Respectfully submitted,

Dee Dee Reid

Approved by:

_____

Pearl River Community College

Appendices

Institutional Effectiveness Newsletters

PRCC MISSION

PRCC IS A PUBLIC INSTITUTION COMMITTED TO PROVIDING QUALITY EDUCATIONAL AND SERVICE OPPORTUNITIES FOR ALL WHO SEEK THEM.

Strategic goals

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

Inside this issue:

Schedule of Evaluations 2

Institutional Effectiveness Newsletter

October 2009

Graduate Report for 2008-2009

As a component of Pearl River Community College's commitment to excellence in providing a quality educational experience for all students, an exit survey is given to graduating students in order to obtain information concerning their educational experience at PRCC. Some of the results of that survey are summarized as follows:

The majority (95%) of students surveyed thought that faculty members were concerned or very concerned with the personal and intellectual development of their students. Ninety-six percent (96%) of graduating students surveyed indicated that faculty members were available for consultation during posted office hours. Faculty members are appropriately using instructional technology in courses offered at PRCC according to ninety-six (96%) percent of students surveyed. Over half of the students surveyed (56%) also revealed that faculty members were particularly helpful to them with their adjustment to campus life. The majority of students believed that access to faculty members outside of class was an extremely important component of campus life, and ninety-five percent (95%) of students surveyed were satisfied or extremely satisfied with access to PRCC faculty members outside of class.

Of graduates surveyed, eighty-seven percent (87%) indicated that PRCC had prepared them more than adequately or exceptionally well to either continue their education or enter the workforce. Of the graduating students surveyed, ninety-five percent (95%) indicated that they would choose PRCC if they could start college again.

If you have questions or would like more information, please contact the Office of Institutional Research.

Professional Development Training Opportunities

The following professional development opportunities still have seats available. To register, call extension 1379 or email bwells@prccc.edu or kwalker@prcc.edu.

Session	Date	Location
Camtasia	Wed., Nov. 4 @ 11:00 a.m.	Pop—Room 177, Technology Center
Engaging Students/Classroom Management	Tues., Nov. 10 @ 1:30 p.m.	IT Training Room, Poplarville Campus
Engaging Students/Classroom Management	Tues., Nov. 17 @ 1:30 p.m.	Room 103, Bldg. 4, Forrest County Center

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OFFICE OF PLANNING AND RESEARCH

SCHEDULE FOR EVALUATIONS

2009 - 2010

STUDENT EVALUATIONS OF INSTRUCTION

October 5 – Student Evaluations of Instruction begin

October 5 - 30, 2009 – Instruction Evaluations

January 11 – Student Evaluation results distributed to administrators/supervisors

SUPERVISOR EVALUATIONS

January 20 – Supervisor Evaluations emailed to employees

January 20 - 27, 2010 – Supervisor Evaluations

February 22 – Supervisor Evaluation results distributed to administrators/supervisors

PERSONNEL EVALUATIONS

March 1 – Personnel Evaluations emailed to administrators/supervisors

March 8 – Schedules for Personnel Evaluations sent to Office of Planning and Research

March 1 - 31, 2010 – Personnel Evaluations

Institutional Research Mission:

The Pearl River Community College Office of Institutional Research is committed to working cooperatively with all others to enhance and support the Mission of the College through informed decision making.

Institutional Effectiveness Newsletter

PRCC MISSION

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Strategic goals

- To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.
- To provide quality student services.
- To provide access to college courses and programs using various instructional methods, including distance education.
- To employ qualified faculty and staff, compensate them wells, and provide opportunities for professional development.
- To provide facilities, technology and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.
- To improve communication among campus personnel and community members regarding the College goals, objectives and activities.
- To recruit and retain students from a diverse population.
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Inside this issue:

Campus Climate	1
Miscellaneous	2

March 2010

CAMPUS CLIMATE SURVEY

The Campus Climate Survey is administered to the student body annually to ascertain student level of satisfaction with the services offered by Pearl River Community College. After analysis is completed, the Focus Group reviews all results of the surveys and recommends an action plan to address any areas which achieved less than a 70% satisfaction level. Below are the three year trends for select questions. You will find that satisfaction either increased in these areas or remained at approximately the same level at all campuses.

Note: Percentage reflects students who agreed or strongly agreed that they were satisfied with PRCC services.

Overall Student Satisfaction—*students would recommend PRCC*

Poplarville Campus	Forrest County Center	Hancock Center
85%	89%	89%

Classroom Environments are Conducive to Student Learning

Poplarville Campus	Forrest County Center	Hancock Center
87%	90%	87%

Emphasis Placed on Academic Achievement

Poplarville Campus	Forrest County Center	Hancock Center
77.6%	79.9%	83.7%

Timeliness of Instructor Feedback

Poplarville Campus	Forrest County Center	Hancock Center
83%	87.8%	87.6%

If you are interested in reviewing what our students think about other services provided by PRCC, please access the link below:

http://pr10.prcc.edu/opr/OPR/irsurveys_reports.html

Miscellaneous

- **Support Staff Meetings:** Meetings for PRCC Support Staff are planned for April 22, 2010 at 8:15 a.m. and 10:15 a.m. on the Poplarville Campus, and at 1:30 p.m. at the Forrest County Center. Deborah Tierce of Tierce Motivations will present *Laugh, Love and Leave a Legacy.* These sessions will be open to faculty members, as well. Additional information will be provided following Spring Break.
- **Graduate Survey**—This survey, designed to gather information about students' experiences while attending PRCC, will be administered as each graduate receives his/her cap and gown for graduation.
- **Post-Graduate Survey**—A survey designed to gather feedback about students' purposes for attending PRCC and the services received while in attendance will be administered to recent graduates.
- **Athletic Survey**—A survey to determine the extent to which the athletic interests and abilities of students at PRCC are being met by the current offerings of recreational, intramural, club and intercollegiate athletics, will be administered during the month of March.

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Pearl River Community College

Appendices

Program Performance

MISSISSIPPI
Public Community and Junior Colleges
PROGRAM PERFORMANCE INDICATORS AND MEASURES
FY 2009

TARGETED OUTCOMES:	CO	CL	EC	EM	HI	HO	IT	JO	ME	MD	MG	NE	NW	PR	SW	Average & Totals
1) Cumulative GPA of CC transfer students at IHL's will equal or exceed GPA of native students Spring 08 (2.80)	2.63	2.80	2.87	2.55	2.78	2.67	2.82	2.71	2.96	2.64	2.77	2.84	2.69	2.72	2.73	2.74
2) Avg. class size will range between (16-30) Fall 2008-09	23.09	24.40	26.82	18.46	17.82	21.10	19.57	24.95	19.28	23.63	20.93	21.25	19.51	18.52	26.79	20.54
3) 92% of CC ADN graduates will pass state board on first writer 2008	100.00%	80.00%	83.33%	NA	89.50%	85.71%	83.53%	80.60%	77.25%	85.71%	89.29%	83.95%	80.81%	90.48%	78.72%	84.22%
4) 100% of full-time and adjunct faculty will have met criteria for academic and prof. preparation Fall 2008-09	100.00%	100.00%	100.00%	100.00%	98.87%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	99.82%
5) 91% of Voc-Tech who complete a program are positively placed (2007-2008)	78.85%	84.76%	83.62%	87.41%	92.83%	90.60%	77.14%	92.70%	91.76%	73.50%	89.48%	93.46%	84.12%	91.01%	85.00%	87.48%
6) Total coast per FTE student will be ($5,607)	$7,829	$6,505	$6,241	$6,323	$4,385	$6,538	$5,132	$6,400	$6,309	$6,120	$7,358	$4,940	$5,759	$7,468	$6,704	$5,944
7) There shall be 93 or fewer student injuries on Community College grounds	0	9	12	4	14	3	0	14	17	3	4	7	3	15	3	108
8) There shall be 103 or fewer employee injuries on Community College grounds	8	12	2	13	11	14	4	12	16	7	26	6	20	3	12	166
9) 100% of Community College will have a written safety and health program.	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

REVISED: 7/31/09

Pearl River Community College

Appendices

Annual Report

ANNUAL REPORT

The Annual Report is available for viewing in the Office of Planning and Research, as well as in the Office of Institutional Research.