STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS

FINAL REPORT
2016 -2017

PEARL RIVER COMMUNITY COLLEGE

POPLARVILLE – HATTIESBURG – WAVELAND
MISSISSIPPI

STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS

FINAL REPORT

2016 - 2017

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PRESIDENT'S LETTER

Letter from Dr. William Lewis, President

Time waits on none of us. That phrase that is so well-known to everyone certainly has come home to me lately. As I begin to prepare for my departure as president of Pearl River Community College, the immediate thought is how the past 17 years passed so quickly. To paraphrase another often-used thought, "time passes quickly when you are having fun".

To say that I have enjoyed my years at Pearl River would be an understatement. Sure, there have been anxious moments and days when I left the office totally exhausted from fighting the battles of the day, but it was always amazing to me that I awoke the next morning anxious to get to work and get on with the work of improving our great institution. I was always excited about the next challenge and trying to create a vision that would accomplish our goals.

When I arrived at the college on July 1, 2000, my first mission was to create a vision that all of the PRCC family could support. Using one of the habits from Stephen Covey's book "The 7 Habits of Highly Effective People," we came up with three principles that would guide all that the college attempted to do and stood for.

Using the habit, "Begin with the end in mind", we concluded that the following principles would be representative of our work: (1) Put students first, (2) do all that we do in a quality manner, and (3) build family. We were fortunate that those guiding principles were accepted by our employees, our students and our alums and created the synergy for the successes that our college has enjoyed.

As time went on, we bought into another concept. Transforming the college from "Good to Great" became our theme and drove the last decade of our work. We truly believe that we have a good institution that truly cares about the success of its students. The challenge for us has become, "how do we become a great institution of higher learning?" That is a complex notion and has many moving parts.

As we have begun to analyze what it will take to be a truly great institution, it has become evident to us that it will take a continuous, long-range vision and action plan that Is constantly monitored using an evidence based evaluation process. If the institution Is to become truly great, continuous Improvements must be made in all facets of the college's being. With the help of our employees, the college is making significant Improvements that will lead to the accomplishment of this challenging vision for the future.

As I look back over the years, I will tell you that I have been blessed and the institution has been blessed with employees who care about their work and are dedicated to seeing our students succeed. I have always believed that, when you have leadership responsibilities, you will only be as successful as the people that surround you. The PRCC faculty, staff and management team are exceptional and have made a difference for our students.

Finally, I cannot say enough about the support of our alums and supporters of the college. As I look at the involvement and the financial and emotional support that these special folks give to our institution, I am truly grateful to have been associated with an institution that enjoys the heritage that belongs to our historic college.

In the third chapter of Ecclesiastes, there is an appropriate quote that is befitting of this moment in time - "To everything there is a season and a time to every purpose under the heaven." It has truly been a blessing to have been placed in a very special leadership role at Pearl River Community College for the past 17 years. Now it is time for me to move to a new phase of life and for the college to move forward under the 'leadership of a bright, energetic and devoted new president. Dr. Adam Breer- wood will become the 11th president of our college on July 1, 2017. I have no doubt that his vision, passion and commitment will lead PRCC to another great step along the way to becoming a great institution of higher learning. Thank you for allowing me to serve in this very special capacity. I will carry with me many positive memories and will cherish the friendships that I have made along the way.

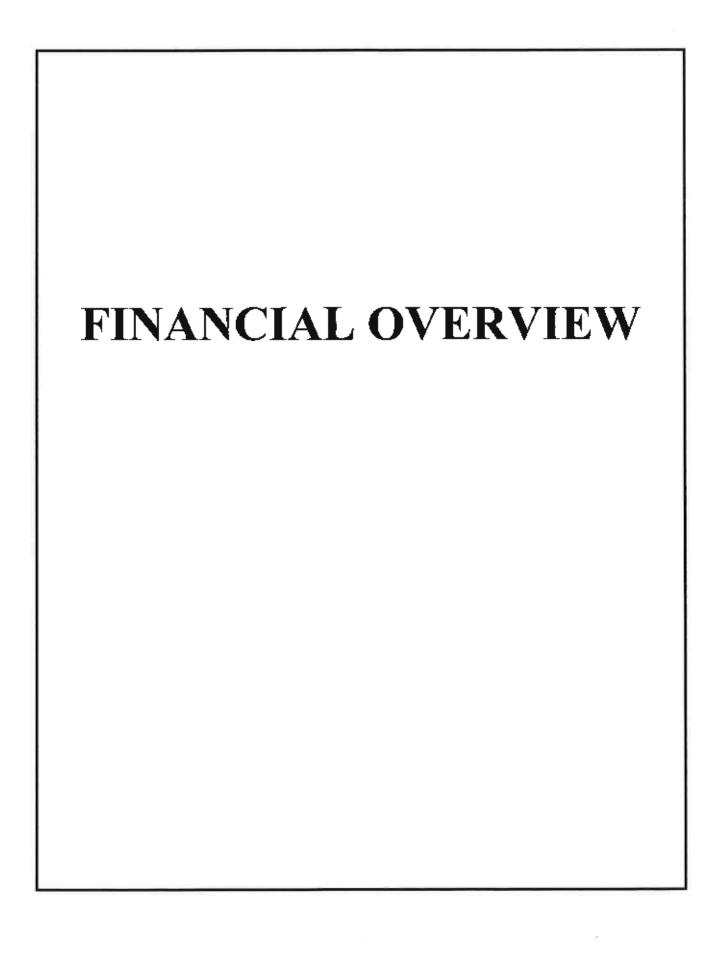May God continue to bless Pearl River Community College.

HISTORY
of
PEARL RIVER
COMMUNITY COLLEGE

HISTORY OF PEARL RIVER COMMUNITY COLLEGE

Pearl River Community College (PRCC) is among the oldest colleges of its kind in the South and is the pioneer junior college in Mississippi. PRCC began its journey as the State's first county agricultural high school in the first decade of the twentieth century and has since been a pathfinder for advanced education in South Mississippi.

Pearl River County Agricultural High School (PRCAHS), the first in the State, opened its doors in 1909. For the first eleven years, the school was devoted solely to educating high school age students in academic studies and in agricultural and home sciences. In 1921, PRCAHS became the first agricultural high school to offer freshman college courses, and was soon renamed Pearl River Junior College. The institution's name was changed to Pearl River Community College on July 1, 1988. The name change reflects the comprehensive academic, career, technical, and community services programs that are offered through the College.

The College operates multi-instructional sites. A post-secondary vocational-technical center was built in 1969 in Hattiesburg and developed into the Pearl River Community College Forrest County Center. This facility has been expanded several times, with the most recent addition being a new Career Education Building that opened in 2013. The Hancock Center opened in Waveland in January 2005, only to be destroyed by Hurricane Katrina on August 29, 2005. The Hancock Center reopened in late 2006. The Lowery A. Woodall Advanced Technology Center opened in Hattiesburg in October 2004.

FINANCIAL OVERVIEW

Pearl River Community College
Budgets
For the Fiscal Year Ending June 30, 2017

Pearl River Community College
Budgets
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Pearl River Community College
Current Unrestricted Funds
Summary Statement of Revenues and Expenditures
For the Years Ended 2015-2016 and 2016-2017

	2015-2016	% To Total	2016-2017	% To Total	Increase (Decrease)
Revenues					
Student Fees	13,422,768	35.72%	13,023,925	35.42%	(398,843)
County Support	3,104,587	8.26%	3,131,687	8.52%	27,100
State Support	18,190,275	48.41%	17,844,765	48.53%	(345,510)
Federal Support	364,208	0.97%	352,619	0.96%	(11,589)
Private Gifts, Grants, and Contracts	490,745	1.31%	490,745	1.33%	0
Investment Income	30,184	0.08%	30,184	0.08%	0
Sales and Svc of Educ Activities	187,822	0.50%	117,645	0.32%	(70,177)
Other Sources	1,782,538	4.74%	1,775,661	4.83%	(6,877)
Total Revenues	37,573,127	100.00%	36,767,231	100.00%	(805,896)
Expenditures					
Instructional - Academic	9,352,601	24.89%	8,911,362	24.24%	(441,239)
Instructional - Career Technical	5,781,955	15.39%	5,499,003	14.96%	(282,952)
Instructional - Parttime/Adjuncts	2,299,978	6.12%	2,311,084	6.29%	11,106
Instructional Support - Library	1,149,589	3.06%	1,085,116	2.95%	(64,473)
Student Services	4,769,580	12.69%	4,808,565	13.08%	38,985
Institutional Support	9,433,490	25.11%	9,378,772	25.51%	(54,718)
Operation of Plant	4,785,934	12.74%	4,773,329	12.98%	(12,605)
Total Expenditures	37,573,127	100.00%	36,767,231	100.00%	(805,896)

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2015-2016	2016-2017	Increase (Decrease)
Educational Revenues			
Student Fees			
Academic			
Full Time Tuition - A.D.N.	873,750	722,400	(151,350)
Part Time Tuition - A.D.N.	283,192	316,800	33,608
Full Time Tuition - IS	5,600,581	6,005,000	404,419
Part Time Tuition - IS	1,286,729	825,000	(461,729)
Full Time Tuition - OS	214,399	498,200	283,801
Part Time Tuition - OS	44,706	22,500	(22,206)
Full Time Fees - OS	193,123	227,510	34,387
Part Time Fees - OS	38,620	18,000	(20,620)
Lab Fees	513,080	266,829	(246,251)
Technology Fee	164,350	189,084	24,734
Registration Fee	164,250	189,084	24,834
Total Academic	9,376,780	9,280,407	(96,373)
Vocational			
Full Time Tuition - IS	619,886	356,190	(263,696)
Part Time Tuition - IS	35,031	15,750	(19,281)
Full time Tuition - OS	7,850	0	(7,850)
Part Time Tuition - OS	690	0	(690)
Full Time Fees - OS	7,194	0	(7,194)
Part Time Fees - OS	600	0	(600)
Program and Course Fees	162,375	135,900	(26,475)
Technology Fee	13,225	8,890	(4,335)
Registration Fee	13,225	8,890	(4,335)
Other Fees - Nursing Assistant Program	65,820	0	(65,820)
Total Vocational	925,896	525,620	(400,276)
Technical			
Full Time Tuition - IS	1,815,240	2,101,875	286,635
Part Time Tuition - IS	241,909	150,000	(91,909)
Full time Tuition - OS	68,800	79,650	10,850
Part Time Tuition - OS	7,733	4,370	(3,363)
Full Time Fee - OS	71,940	71,939	(1)
Part Time Fees - OS	18,625	20,800	2,175
Program and Course Fees	419,504	359,273	(60,231)
Technology Fee	56,025	71,631	15,606
Registration Fee	56,025	71,631	15,606
Total Technical	2,755,801	2,931,169	175,368

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2015-2016	2016-2017	Increase (Decrease)
Other Student Fees			
Transcripts	39,757	21,171	(18,586)
ACT/GED Testing	18,357	12,648	(5,709)
ID Card Fees	13,382	7,525	(5,857)
VCC Fees	271,295	233,135	(38,160)
Deferment Fees	21,500	12,250	(9,250)
Total Other Student Fees	364,291	286,729	(77,562)
Total Student Fees	**13,422,768**	**13,023,925**	**(398,843)**
General Revenues			
County Support			
Forrest	557,687	557,687	0
Hancock	980,000	980,000	0
Jefferson Davis	109,900	137,000	27,100
Lamar	493,000	493,000	0
Marion	264,000	264,000	0
Pearl River	700,000	700,000	0
Total County Support	**3,104,587**	**3,131,687**	**27,100**
State Support			
General			
General Appropriations	10,728,275	10,731,026	2,751
Health Insurance	1,609,364	1,566,644	(42,720)
Technology Appropriation	212,580	217,564	4,984
Dropout Recovery Pilot	200,000	200,000	0
A.D.N. Funding	166,012	166,394	382
One Stop Career Center	300,000	300,000	0
Advanced Tech Center	150,000	150,000	0
EEF	2,712,543	2,569,700	(142,843)
Other State Revenue			
Vocational Salary Reimbursement	2,111,501	1,943,437	(168,064)
Total State Support	**18,190,275**	**17,844,765**	**(345,510)**
Federal Support			
Vocational Program Reimb/Equipment	183,852	184,398	546
Vocational Program Reimb/Other Cost	50,500	36,000	(14,500)
Vocational Program Salary Reimb Other	105,952	108,317	2,365
Recovery of Admin Costs	23,904	23,904	0

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2015-2016	2016-2017	Increase (Decrease)
Total Federal Support	364,208	352,619	(11,589)
Private Gifts, Grants and Contracts			
Outside Scholarships	490,745	490,745	0
Investment Income			
Interest Income	30,184	30,184	0
Sales & Services of Educational Activities			
Child Care Revenue	52,525	30,000	(22,525)
Wellness Center Usage Fees	3,930	1,740	(2,190)
Gate Receipts	27,421	17,649	(9,772)
Season Ticket Sales	5,429	3,888	(1,541)
Ad Sales	5,865	1,760	(4,105)
Program Sales	480	380	(100)
Barbering Revenue	2,293	1,319	(974)
Cosmetology Revenue	13,834	8,015	(5,819)
CD Annuals	19,458	18,621	(837)
Vending	9,140	852	(8,288)
Brownstone Ticket Sales	34,847	26,661	(8,186)
Vo-Tech Service Income	12,600	6,760	(5,840)
Total Sales & Svc of Ed Activities	187,822	117,645	(70,177)
Other Sources			
Traffic Violations	69,762	38,217	(31,545)
Parking Permits	52,890	39,162	(13,728)
Other Income	15,462	48,951	33,489
Due from Foundation	22,800	22,800	0
Truckdriving Testing	7,270	7,270	0
Brownstone Rental	12,980	2,020	(10,960)
Transfer from Auxilary (Ellucian Contract)	1,600,274	1,616,141	15,867
Cash Short/Over	1,100	1,100	0
Total Other Sources	1,782,538	1,775,661	(6,877)
Total Educational and General Revenues	37,573,127	36,767,231	(805,896)

Pearl River Community college
Current Unrestricted Funds
Schedule of Expenditures by Object

	2015-2016	2016-2017	Increase (Decrease)
Salaries	18,523,971	17,923,532	(600,439)
Fringe Benefits	5,953,806	5,680,158	(273,648)
Work Study/Peer Tutors	194,588	194,588	0
Postage	36,949	36,949	0
Printing and Reproduction Service	26,974	26,974	0
Repairs and Maintenance	249,197	249,197	0
Service Contracts on Equipment	365,212	365,212	0
Utilities			
Cable Cost	1,200	1,200	0
Telephone	198,008	198,008	0
Electricity	1,271,317	1,271,317	0
Gas	193,259	193,259	0
Water	181,119	181,119	0
Waste Disposal	97,597	97,597	0
Student Testing/Drug Screen/Etc	62,779	62,079	(700)
Equipment and Other Rentals	428,777	428,777	0
Insurance	1,167,175	1,167,175	0
Professional Fees	2,463,014	2,567,114	104,100
Medical Services	794	794	0
Other Contractual Services	13,347	13,347	0
Advertising	84,449	84,449	0
Dues, Subscriptions, and Licenses	468,734	467,665	(1,069)
Credit/Payment Collection Fees	5,296	5,296	0
Educational Supplies	304,049	296,091	(7,958)
Office Supplies	109,597	109,597	0

Pearl River Community college
Current Unrestricted Funds
Schedule of Expenditures by Object

	2015-2016	2016-2017	Increase (Decrease)
Building and Construction Supplies	184,518	184,518	0
Janitorial Supplies	82,091	82,091	0
Automotive Supplies	21,440	21,440	0
Landscaping Supplies	15,253	15,253	0
Gas, Oil, and Diesel	74,510	74,510	0
Computer Software	4,629	4,629	0
Other Supplies	243,809	232,599	(11,210)
Printing and Binding Supplies	2,865	2,865	0
Interest and Late Charges	6,658	6,658	0
Scholarships	2,667,532	2,667,532	0
Vehicle Tags, Taxes, Etc.	2,839	2,839	0
Bad Debts (Student Accts Receivable)	562,301	562,301	0
Miscellaneous Expense	50,401	50,401	0
Meal Expense	136,365	136,148	(217)
Uniforms	73,217	73,217	0
Medical Supplies	7,857	7,857	0
Minor Equipment	104,562	103,862	(700)
In State Travel	220,802	222,652	1,850
Out of State Travel	131,281	131,281	0
Equipment	208,315	206,364	(1,951)
State Reimb Equip/Travel/Other Cost	234,352	220,398	(13,954)

Pearl River Community college
Current Unrestricted Funds
Schedule of Expenditures by Object

	2015-2016	2016-2017	Increase (Decrease)
Library Books	16,322	16,322	0
Transfers Out	120,000	120,000	0
Total Expenditures by Object	37,573,127	36,767,231	(805,896)

Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function

	2015-2016	2016-2017	Increase (Decrease)
Academic Instruction			
Poplarville			
Honors Institute	42,004	42,004	0
Theatre	8,042	8,042	0
Communications	209,467	209,467	0
String of Pearls	63,098	63,098	0
Art	83,136	83,136	0
Band	497,662	497,606	(56)
Chorus	257,899	257,899	0
Music	380,780	380,696	(84)
Wellness/Health & Phys Ed	453,366	429,084	(24,282)
Associate Degree Nursing	2,103,041	1,968,510	(134,531)
Business	167,766	167,766	0
Mathematical Sciences	966,741	910,566	(56,175)
Sciences	672,160	596,898	(75,262)
English	558,034	469,021	(89,013)
Reading	63,611	63,611	0
Criminal Justice	54,489	54,489	0
Foreign Language	69,910	69,910	0
Social Sciences	537,358	510,195	(27,163)
Journalism	3,071	3,071	0
Total Academic Instruction - Poplarville	7,191,635	6,785,069	(406,566)
Forrest County			
Honors Institute	0	2,000	2,000
Communications	115,657	115,657	0
Music	27,546	27,546	0
Wellness/Health & Phys Ed	71,518	71,518	0
Mathematical Sciences	529,935	545,724	15,789
Sciences	261,334	269,972	8,638
English	298,689	298,506	(183)
Criminal Justice	81,376	81,307	(69)
Foreign Language	66,646	66,646	0
Social Sciences	345,961	345,961	0
Total Academic Instruction - Forrest County	1,798,662	1,824,837	26,175
Hancock Center			
Communications	56,576	0	(56,576)
Mathematical Sciences	127,562	127,562	0
Sciences	2,200	2,200	0
English	50,486	50,486	0

	2015-2016	2016-2017	Increase (Decrease)
Social Sciences	125,480	121,208	(4,272)
Total Academic Instruction - Hancock Center	362,304	301,456	(60,848)
Total Academic Instruction	**9,352,601**	**8,911,362**	**(441,239)**
Career Technical Instruction			
Poplarville			
Director's Office	292,807	292,699	(108)
Automotive Mechanics Technology	125,045	125,046	1
Electrical Technology	156,969	156,969	0
Construction Management Technology	57,926	0	(57,926)
Block, Brick, & Stone Masonry	65,350	65,350	0
HVAC & Refrigeration Maintenance	59,011	59,011	0
Cosmetology	61,827	61,827	0
Barbering	62,455	62,455	0
Precision Machining Technology	66,174	66,174	0
Welding & Cutting	127,805	127,804	(1)
Practical Nursing	145,195	145,195	0
Commercial Truck Driving	97,155	97,155	0
Business Office Systems Technology	177,196	177,196	0
Health Information Technology	0	52,411	52,411
Computer Technology	62,626	0	(62,626)
Marketing & Management Technology	105,113	105,113	0
Computer Networking Technology	54,272	58,544	4,272
Utility Lineman Technology	142,074	95,598	(46,476)
Construction/Heavy Equipment Technology	85,725	85,725	0
Early Childhood Education Technology	124,145	124,145	0
Early Childhood Tech Lab	89,179	44,201	(44,978)
Instrumentation Technology	109,104	108,609	(495)
Electronics Technology	124,351	124,352	1
Drafting & Design Technology	110,266	110,514	248
100% Equip/Travel/Aids Reimb by State	143,811	220,398	76,587
Total Career Technical Instruction Poplarville	2,645,581	2,566,491	(79,090)
Forrest County			
Director's Office	551,713	548,114	(3,599)
HVAC & Refrigeration Maintenance	81,087	81,087	0
Welding & Cutting	62,354	62,354	0
Business Office Systems Technology	131,680	131,680	0
Computer Servicing Technology	36,606	36,606	0
Electronics Technology	56,851	56,851	0

Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function

	2015-2016	2016-2017	Increase (Decrease)
Commercial Truck Driving	91,201	91,201	0
Allied Health Programs			
Practical Nursing	223,718	223,718	0
Dental Assisting	110,675	110,676	1
Surgical Technology	140,829	140,830	1
Nursing Assistant	76,885	0	(76,885)
Physical Therapist Assistant	287,200	276,631	(10,569)
Medical Lab Tech	168,068	168,068	0
Respiratory Therapy Tech	225,205	225,205	0
Dental Hygiene	308,831	308,832	1
Occupational Therapy	224,337	224,337	0
Medical Radiologic Technology	206,963	184,692	(22,271)
100% Equip/Travel/Aids Reimb by State	90,541	0	(90,541)
Total Career Technical Instruction Hattiesburg	3,074,744	2,870,882	(203,862)
Hancock			
Welding & Cutting	61,630	61,630	0
Total Career Technical Instruction	**5,781,955**	**5,499,003**	**(282,952)**
Adjuncts/Parttime/Overloads/Scholarships	**2,299,978**	**2,311,084**	**11,106**
Total Instruction	**17,434,534**	**16,721,449**	**(713,085)**
Instructional Support Library and Learning Lab			
Poplarville	813,332	751,327	(62,005)
Forrest County	302,420	299,952	(2,468)
Hancock County	33,837	33,837	0
Total Instructional Support Library	**1,149,589**	**1,085,116**	**(64,473)**
Student Services			
Vice President of Student Affairs	164,626	164,626	0
Admissions	266,874	266,257	(617)
Financial Aid	402,931	402,993	62
Counseling Center - Poplarville	402,200	341,367	(60,833)
Counseling Center - Hattiesburg	322,084	322,084	0
ACT/GED Testing Service - Poplarville	38,301	38,301	0
ACT/GED Testing Service - Hattiesburg	5,000	5,000	0
QEP - First Year Experience	182,689	214,947	32,258
Student Success Center	351,419	354,312	2,893
Student Publications/Year Disk	15,007	15,007	0

Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function

	2015-2016	2016-2017	Increase (Decrease)
Athletic Director	306,072	335,943	29,871
Athletic Medical Supplies	10,271	10,271	0
Football	570,754	574,371	3,617
Men's Basketball	202,161	229,687	27,526
Women's Basketball	146,016	145,930	(86)
Men's Baseball	166,371	166,237	(134)
Women's Softball	158,813	158,769	(44)
Men's Soccer	84,845	109,666	24,821
Women's Soccer	109,356	109,356	0
Athletics/Student Services	302,301	285,925	(16,376)
Recruitment and Marketing	201,652	201,652	0
Parade of Beauties	950	950	0
Cheerleaders	51,773	51,773	0
Graduation	35,529	35,529	0
Homecoming	8,647	8,647	0
School Nurse	57,487	57,487	0
Student Life - Poplarville	182,295	178,322	(3,973)
Student Life - Hattiesburg	1,250	1,250	0
Student Life - Hancock	525	525	0
Student Government Association	8,215	8,215	0
Phi Theta Kappa - Poplarville	6,583	6,583	0
Phi Theta Kappa - Hattiesburg	6,583	6,583	0
Total Student Services	**4,769,580**	**4,808,565**	**38,985**
Institutional Support			
Board of Trustees	21,891	21,891	0
Office of the President	505,530	505,623	93
Vice President for Instruction	221,301	210,195	(11,106)
AEOP	3,800	3,800	0
Performing Arts Center	102,637	56,000	(46,637)
Information Technology	2,470,209	2,470,209	0
Economic and Community Development	393,745	393,745	0
Planning and Research	187,433	187,432	(1)
eLearning Office	264,836	264,836	0
Grant Expense	7,919	7,919	0
Disability Services	11,250	11,250	0
Public Relations and Printing	426,626	434,280	7,654
Business Office	610,637	610,332	(305)
Business Office - Forrest County	29,099	29,099	0
Transfers to Grants and Restricted Funds	120,000	120,000	0
Student Accounts Bad Debts	562,301	562,301	0
General Administration	1,907,061	1,907,061	0

	2015-2016	2016-2017	Increase (Decrease)
Foundation and Alumni	208,101	207,949	(152)
Institutional Research	154,300	150,029	(4,271)
Institutional Effectiveness	54,360	54,360	0
Campus Police (Poplarville)	425,408	425,415	7
Campus Police (Hattiesburg)	182,217	182,217	0
Campus Police (Hancock)	39,627	39,627	0
ADA Coordinator	12,057	12,057	0
Drop Out Recovery Program	200,000	200,000	0
Director - Hancock County Campus	142,930	142,930	0
Woodall Center	163,215	163,215	0
Woodall Center - Security	5,000	5,000	0
Total Institutional Support	**9,433,490**	**9,378,772**	**(54,718)**

Operation of Plant

Poplarville

	2015-2016	2016-2017	Increase (Decrease)
Janitorial	684,031	683,967	(64)
Building Maintenance	975,016	977,747	2,731
Grounds	319,435	302,241	(17,194)
Utilities	1,433,179	1,433,179	0
Vehicle Maintenance	205,542	201,270	(4,272)
Total Operation of Plant - Poplarville	3,617,203	3,598,404	(18,799)

Forrest County

	2015-2016	2016-2017	Increase (Decrease)
Janitorial	170,011	142,172	(27,839)
Building Maintenance	157,553	195,664	38,111
Grounds	70,105	70,105	0
Utilities	347,955	347,955	0
Total Operation of Plant - Forrest County	745,624	755,896	10,272

Hancock Center

	2015-2016	2016-2017	Increase (Decrease)
Janitorial	19,360	19,360	0
Building Maintenance	146,900	146,900	0
Utilities	38,631	38,631	0
Total Operation of Plant - Hancock Center	204,891	204,891	0

Woodall Center

	2015-2016	2016-2017	Increase (Decrease)
Janitorial	60,760	56,682	(4,078)
Building Maintenance	12,840	12,840	0
Grounds	2,200	2,200	0

	2015-2016	2016-2017	Increase (Decrease)
Utilities	142,416	142,416	0
Total Operation of Plant - Woodall Center	218,216	214,138	(4,078)
Total Operation of Plant	**4,785,934**	**4,773,329**	**(12,605)**
Total Unrestricted Current Fund Expenditures	**37,573,127**	**36,767,231**	**(805,896)**

Pearl River Community College
Auxilary Funds
Schedule of Revenues and Expenditures

	2015-2016	2016-2017	Increase (Decrease)
Revenues			
Food Service			
Meal Tickets	1,506,000	1,541,000	35,000
Other Income	44,000	44,000	0
Total Food Service	1,550,000	1,585,000	35,000
Residential Facilities			
Room Rentals	1,700,000	1,735,000	35,000
Other Income	14,000	14,000	0
Total Residential Facilities	1,714,000	1,749,000	35,000
Bookstore (Pearl River and Forrest County)			
eBook Sales	0	2,009,833	2,009,833
Book Sales	1,775,751	638,248	(1,137,503)
Merchandise Sales	576,736	892,900	316,164
Rental Book Fees	320,000	0	(320,000)
Non-Taxable Sales	21,000	30,000	9,000
Other Income	103,780	103,780	0
Total Bookstore	2,797,267	3,674,761	877,494
Total Auxilary Revenues	6,061,267	7,008,761	947,494
Expenditures			
Food Service			
Contract Cost	1,196,942	1,232,850	35,908
Equipment Rental	800	800	0
Repairs	10,000	10,000	0
Other Supplies	18,000	18,000	0
Total Food Service	1,225,742	1,261,650	35,908
Residential Facilities			
Salaries	93,976	93,736	(240)
Staff Benefits	54,233	54,176	(57)
Maintenance Supplies	18,000	18,000	0
Scholarships	60,000	60,000	0
Utilities (Cable)	96,204	180,204	84,000
Repairs	50,000	50,000	0

Pearl River Community College
Auxilary Funds
Schedule of Revenues and Expenditures

	2015-2016	2016-2017	Increase (Decrease)
Meal Expense	3,500	3,500	0
Other Maintenance	100,000	100,000	0
Bond Obligation	461,292	616,244	154,952
Total Residential Facilities	937,205	1,175,860	238,655
Bookstore (Pearl River and Forrest County)			
Salaries	251,558	253,819	2,261
Fringe Benefits	100,327	100,860	533
eBook Purchases	0	1,336,114	1,336,114
Book Purchases	1,250,000	478,686	(771,314)
Merchandise Purchases	470,000	446,450	(23,550)
Postage and Freight	30,000	30,000	0
Service Contracts	17,000	17,000	0
Office Supplies	15,000	15,000	0
Rentals Bldg & Equip	2,900	2,900	0
Travel	3,200	3,200	0
Meal Expense	2,000	2,000	0
Sales Tax	38,000	45,000	7,000
Total Bookstore	2,179,985	2,731,029	551,044
Transfer to UCF (Ellucian Contract)	1,600,274	1,616,141	15,867
Total Auxilary Expenditures	5,943,206	6,784,680	841,474
Excess Revenues Over/(Under) Expenditures	118,061	224,081	106,020

Pearl River Community College
Current Restricted Fund
Grants

	Proposed FY 2016	Proposed FY 2017	Increase (Decrease)
Revenues			
Federal			
Student Support Services - Federal	313,316	313,316	0
Adult Basic Education	403,182	429,744	26,562
WIA/Dislocated Worker Grant	61,531	61,531	0
WIA/WIN Job Center	45,031	0	(45,031)
DOL/TAA CCCT	150,000	0	(150,000)
SNAP	84,000	111,250	27,250
SMPDD Manufacturing	100,000	0	(100,000)
State			
MCCB Projects	1,086,191	1,118,868	32,677
MDA Rolls Royce	15,000	0	(15,000)
MCCB SLDS	0	0	0
NASA Space Grant	5,000	25,000	20,000
Other			
PSDEHS Childcare	0	118,800	118,800
Mi-Best/Kellogg	0	200,000	200,000
Total Revenues	2,263,251	2,378,509	115,258
Expenditures			
Salaries	934,817	1,385,232	450,415
Fringe Benefits	197,350	365,608	168,258
Contractual	317,796	293,730	(24,066)
Materials & Supplies	625,977	159,798	(466,179)
Scholarships	8,413	118,280	109,867
Equipment	78,898	22,000	(56,898)
Travel	100,000	33,861	(66,139)
Total Expenditures	2,263,251	2,378,509	115,258
Excess Revenues Over Expenditures	0	0	0

Note: All Grants Represent Amounts Requested, not necessarily approved.

Pearl River Community College
Plant Funds
Enlargement and Improvement Fund

	2015-2016	2016-2017	Increase (Decrease)
Revenues			
County Tax Support			
Forrest	338,426	417,000	78,574
Jefferson Davis	28,000	35,000	7,000
Lamar	442,000	442,000	0
Marion	60,000	60,000	0
Pearl River	718,000	718,000	0
Total County Tax Support	1,586,426	1,672,000	85,574
Reappropriated Funds	61,871	0	(61,871)
Total Revenues	1,648,297	1,672,000	23,703
Expenditures			
Transfer Out - Career Tech Bond Project	294,000	294,000	0
Transfer Out - Lamar County Debt	212,000	212,000	0
Transfer Out - FCC Project	0	78,574	78,574
Furniture & Special Projects	180,000	180,000	0
Water Tower Maintenance	14,535	14,535	0
Instructional Technology	100,000	123,703	23,703
Vehicles	75,000	75,000	0
Sports Complex	0	34,990	34,990
Post Office	0	50,000	50,000
Courtyard MDOT Match	115,000	0	(115,000)
FCC Courtyard MDOT Match	0	65,000	65,000
Campus Signage	52,000	0	(52,000)
Painting Projects	75,000	75,000	0
Band Uniforms	60,000	0	(60,000)
Soccer Seating	150,000	0	(150,000)
Library Carpet	75,000	0	(75,000)
Wi-Fi Broadcast Equipment	40,000	0	(40,000)
Campus Video System	100,000	50,000	(50,000)
Ground Storage Water Tank (Year 1)	45,762	2,929	(42,833)
Maintenance Equipment	30,000	30,000	0
Coliseum Hospitality Room	30,000	46,269	16,269
Hancock Center Biology Lab	0	125,000	125,000
FCC Bldg #5 Flooring/Painting	0	50,000	50,000
Degree Works Software	0	165,000	165,000
Total Expenditures	1,648,297	1,672,000	23,703
Excess Revenues Over Expenditures	0	0	0

FACILITIES PLAN

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
August 9, 2016

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:00 a.m. on Tuesday August 9, 2016, in the Great Hall conference room in Crosby Hall. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Tony Waits
Mr. Dale Purvis
Mr. Donny Williamson
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Scott Alsobrooks, Vice President for Workforce and Economic Development
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. William Lewis, President

Dr. Lewis welcomed all members and began informing them that the Early Head start in Picayune wanted to collaborate with our daycare bringing the following benefits to PRCC:

- Add 2-3 year old class as well as an infant class
- 50 total students
- New playground
- Requires children to be fed everyday
- Would build a kitchen to incorporate a Culinary Arts program
- Registered nurses would be on site at this location
- 5 year grant – all cost would be built into this grant
- Building would be donated to PRCC
- There are 3 locations on the backside of campus that would be ideal for this building
- Grant has to be written by the end of this month
- Mr. H.R. Nobles made a motion to let this move forward with writing the grant a second motion came from Mr. Sonny Knight

Dr. Lewis also informed the members that the Mississippi Community Colleges are listed as sponsors to the AICPA Conference that will be held in late October in New Orleans. Dr. Lewis would like for 2 people to attend this conference representing Pearl River Community College.

Meeting adjourned at 11:35 am.

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William Lewis, President

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
October 11, 2016

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:00 a.m. on Thursday October 11, 2016, in the President's Conference Room in the Administration Building. The following committee members were in attendance:

      Mr. Sonny Knight
      Mr. Frank Ladner
      Mr. H. R. Nobles
      Mr.
      Mr. Dale Purvis
      Mr. Roger Knight, Dean of Business Services
      Mr. Craig Tynes, Director of Building and grounds
      Dr. Adam Breerwood, Dean of Student Services
      Dr. William Lewis, President
      Mr. Shea McNease

Those who were not in attendance:
      Mr. Tony Waits
      Mr. Craig Tynes

Dr. Lewis welcomed all members and gave updates on the following:

FORREST COUNTY CAMPUS

PARKING LOT
- Craig Tynes is helping us build this to save on cost
- Trying to get MDOT to put our power poles underground
-

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
November 8, 2016

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:30 a.m. on Tuesday November 8, 2016, in the Great Hall conference room in Crosby Hall. The following committee members were in attendance:

Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Dale Purvis
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. William Lewis, President

The following members were not in attendance:

Mr. Sonny Knight
Mr. Tony Waits
Mr. Donny Williamson

Dr. Lewis welcomed members and gave updates on the following:

WAVELAND BUILDING
- Met with the Mayor in Waveland on the building and he's preparing an agreement for the college
- They are still giving this building to PRCC once they have possession of it
- Mr. Raymunda Barnes will be in charge of developing this site
- No firm idea on what the name will be

NEW CAMPUS SITE
- We have the funds to aquire property for new campus site.
- Dr. Lewis would like for the community to help in this decision
- A group of community leaders will meet with some of our board members to go over the different possibilities that are available

FORREST COUNTY CAMPUS

- Would like to convert building #3 at this location to a new Administration Center
- Larry Albert has done analyst on building
- Would like to get this project started in the spring

BASEBALL

- Coach Avalon has raised 35K- 40K with fund raising to brick office building and batting cages
- Important for our facilities to be able to compete with other colleges

Meeting adjourned 12:18 pm

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William Lewis, President

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
December 13, 2016

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:30 a.m. on Tuesday December 13, 2016, in the Great Hall conference room in Crosby Hall. The following committee members were in attendance:

      Mr. Sonny Knight
      Mr. Frank Ladner
      Mr. H. R. Nobles
      Mr. Dale Purvis
      Mr. Tony Waits
      Mr. Donny Williamson
      Mr. Roger Knight, Dean of Business Services
      Mr. Craig Tynes, Director of Building and grounds
      Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
      Dr. William Lewis, President

Dr. Lewis welcomed members and gave updates on the following:

FORREST COUNTY CAMPUS
- Dr. Jones has idea in creating a non-traditional ADN program
- Classes would be at night
- Lab included
- Move LPN out of building 5 and put them in the old welding shop
- Or could convert in 2 different ways:
  - ABE Program
  - Administration offices
- Craig has created a new parking lot and roadway behind this building
- Estimate is 800k for the remodel of building
- 432k for parking lot and roadway
- 1.5 M total to do all of this
- Forrest County Board of Supervisors are looking to help with this funding 1.5 M over 15 years

- Building 5 would become Center for Honors Program
- Still trying to get all power lines underground on this campus

HANCOCK COUNTY CAMPUS
- More support in this county for our campus. Board of Supervisors are willing to help as well
- Workforce Academy hoping to get some BP money
- Workforce Academy will first focus on Aerospace Worker site located at the airport until our building can be built
- First part of the program will be a drone project

POPLARVILLE CAMPUS
- North end of the library has turned into a pigeon roost. Trying to come up with a different design on this part of the building that could help with the mess. 25K to make these changes

Meeting adjourned 12:10 pm

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William Lewis, President

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
February 14, 2017

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:30 a.m. on Tuesday February 14, 2017, in the Cafeteria's back glassed meeting room in Crosby Hall. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Dale Purvis
Mr. Tony Waits
Mr. Donny Williamson
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. William Lewis, President

Dr. Lewis welcomed members and gave updates on the following:

FCC

- Forrest County Board of Supervisors began giving us 100K over a year ago
- This was to be used on renovations for building #5
- 800K to renovate this building
- 800K to construct parking lot. Could have this going early summer
- Could bond or borrow for 15 years
- Some hope this could change to 30 years by the end of the legislators' session
- Need to decide if we want to wait on this decision or continue on with the 15 years
- Not sure of the Forrest County Board of Supervisors would want us to extend the 100K on 15 years
- On the financial side interest rates could go up but this is one of the chances you take by waiting
- Committee members agreed to pull off of the agenda until we know what the legislators decide

LIBRARY

- Dr. Lewis presented members with a drawing from Lewis Griffin
- This drawing is to assist in getting rid of our bird problem
- Remove sidewalk and extend the covering
- Possible ceiling could be added
- Will move forward with this when the spring semester is over

HANCOCK LAND

- Purchase of this land is moving forward
- 10 community leaders will meet with us on March 1, 2017
- 1000 acres owned by an individual has also been presented
- Will need to get with this owner to see which block of land he is wanting to sell
- A larger group of delegates will meet on this as well to better decide which property would better suit the community

Meeting adjourned 12:00 pm

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William Lewis, President

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
March 21, 2017

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:30 a.m. on Tuesday March 21, 2017, in the Great Hall conference room in Crosby Hall. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Dale Purvis
Mr. Tony Waits
Mr. Donny Williamson
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. William Lewis, President

Dr. Lewis welcomed members and gave updates on the following:

NURSE'S STATION
- Extending nurse's office into old post office
- Will be finished with this in May

LIBRARY

- This project will start after graduation

FCC

- Still waiting to see what we are liable for on the new parking lot
- Resolution to extend borrowing from 15 years to 30 years did not pass
- Shooting to receive 1.5 million
- This could be used for renovations of Building #3
- Create new admin complex
- Create new GED program
- Create area for Financial Aid and a Business office

- Incorporate a small police station in the center of campus
- Courtyard should go to bid in 45 days
- Might want to consider building a small simulator lab or small clinic
- Clinical sites all over the South that our Students are required to go to
- William Carey has a medical program that could eventually help our students

Meeting adjourned 12:10 pm

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William Lewis, President

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
June 13, 2017

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:30 a.m. on Tuesday June 13, 2017, in the Great Hall conference room in Crosby Hall. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Dale Purvis
Mr. Tony Waits
Mr. Donny Williamson
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. William Lewis, President

Also in attendance were Todd Hickman, District Manager for Valley Services and Paul Reiter, Director of operations for Valley Services.

Dr. Lewis presented members with a drawing of new cafeteria design for the severing line and asked Todd to give the following updates:

1. Serving line needs to be modernized with a universal type dining commons
2. Everything currently here will be gone
3. Move beverage line where salad bar now is
4. Farm to table station- using local vegetables
5. Restaurant style prepared sandwiches with oven to toast fast
6. Homestyle food
7. Soup with baked potato bar
8. Pasta station
9. Working around columns to keep congestion down
10. Very little will be asked of the college during this remodel
11. Pricing will have to go up somewhat to help support renovation
12. Should complete this before the fall semester begins
13. We would like to start ordering cabinets tomorrow. These have to be pre-built

14. Colors will stay as is. Furniture will stay as is.

A motion was made by H.R. Nobles to proceed forward with this and a 2nd motion was made by Frank Ladner, all members were in favor.

Meeting adjourned 11:00 am

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William Lewis, President

INTRODUCTION
to
PLANNING
and
EVALUATION
at
PEARL RIVER
COMMUNITY COLLEGE

INTRODUCTION to PLANNING and EVALUATION
at
PEARL RIVER COMMUNITY COLLEGE

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 planning and evaluation processes that are 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 and evaluation 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 processes are continuous and provide assurance that the Mission Statement is being fulfilled, provide a method to measure performance, and provide documentation that improvements are being made as needed.

As included in the Institutional Effectiveness Planning and Evaluation Calendar, the Mission Statement and Strategic Goals are reviewed annually by members of the Planning and Effectiveness Committee, the Policy and Procedure Committee, the Administrative Council, and the 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 Strategic Goal has been met, are written with the assistance of the Vice President for Planning and Institutional Research, The Director of Institutional Effectiveness, the Director of Institutional Research, and committees in order to assist with the documentation of progress and the development of new objectives and plans of action that should lead to even greater improvements. This provides more specific delineations for development of objectives and assessment methods at the divisional level where operational planning is performed. The composition of the working groups which develop divisional objectives is left to the discretion of the particular division or departmental administrator or chair. 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 then transmitted to the College President and other appropriate administrators for final review and approval.

Each year as detailed in the Institutional Effectiveness Planning and Evaluation Calendar, 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 the extent to which Pearl River Community College is achieving its Mission. Since the College's annual budget process is driven by the Mission Statement and the Strategic Goals, this compilation assists in determining the extent to which the College is fulfilling the Mission and the Strategic Goals and directly influences the preparation of the annual budget. 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. This procedure ensures that the PRCC Mission Statement and Strategic Goals continue to serve as the foundation for all planning and evaluation at the College. 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. These reports provide evidence of improvement and document that the College is achieving its Mission and Strategic Goals.

PEARL RIVER COMMUNITY COLLEGE
NEEDS ASSESSMENT

INSTRUCTIONS: This form should be completed when requesting changes in existing budget and/or in existing personnel needs and returned to your supervisor with your budget sheet. Refer to your Institutional Effectiveness Assessment Chart (Use of Results Column) and to the projections indicated in the Strategic Plan and Internal Performance Indicators to assist in your justification. Each identified need should then be prioritized.

Description field should be very specific of the item being prioritized.

Please use one of the following abbreviations for the Funding Source field for each need:

| **I** | Institutional | **CT** | Career/Technical (Ex. Reimbursements in Departments such as Allied Health, Business Technology) |
| **F** | Federal | **GC** | Grants/Contracts (Ex. Workforce Education, Student Support Services, Foundations, etc.) |

Please use one of the following abbreviations for the Category field:

EQ	Equipment	**TR**	Travel
FA	Facility	**IT**	Information Technology Equipment and Software Items
MS	Materials and Supplies	**ED**	Educational Materials, Supplies, and Literature
PE	Personnel Needs		

Justification field should explain the reason of need for the item as related to the PRCC Mission Statement and Strategic Goals. (See Policy and Procedure Manual for Goal numbers.)
(ex. Description: Video Data Projectors and Notebook Computers; Justification: Instructional technology in classrooms is presently inadequate. This equipment is needed for classroom presentations; Goal Number(s): 1, 5)

Division/Department: _____ Prepared by: _____ Date: _____

PRIORITY RANK	DESCRIPTION	COST	FUNDING SOURCE	CATEGORY	JUSTIFICATION and GOAL NUMBER(S)

RATIONALE
for
STRATEGIC GOALS

RATIONALE FOR STRATEGIC GOALS

In the spring of 2003, all faculty, staff, and administrators at Pearl River Community College (PRCC) were given an opportunity to participate in an analysis of the strengths and weaknesses of the College and the opportunities and threats facing the College. Approximately 27% of the population responded to a strengths, weaknesses, opportunities, and threats (SWOT) form sent by email.

After compiling the responses, a chart was prepared to present the items which received the greatest number of responses. (This chart can be found at the end of this section.) The information in the chart was shared with members of both the Strategic Objectives Committee and with the Administrative Council. The Strategic Objectives Committee, a group of faculty, staff, administrators, student representatives, and community and alumni members, met, researched and reviewed data, and recommended a revised Mission Statement and Strategic Goals. The revised 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. As can be seen by comparing the Mission Statement and Strategic Goals with the SWOT Analysis, the information received from the PRCC faculty, staff, administrators, and students was critical in determining the direction in which Pearl River Community College will move in the future.

Specifically, PRCC personnel indicated in the SWOT Analysis that the instructional programs offered to students are one of the strengths of the College and should be included in the goals to continue to place emphasis on the preparation that students receive in order to be successful when they transfer and/or enter the world of work. A concern regarding recruitment was viewed as both a weakness and a threat; therefore, it was determined that recruitment should be part of a goal that would also include retention. Emphasis was placed on this topic primarily because of the College's location in a district surrounded by a number of colleges and universities, all seeking expansion.

Although the faculty and staff were seen as strengths of the College, the loss of faculty was found to be a threat. Morale had been low because of funding/budget concerns and low salaries. Budget concerns had also led to deteriorating infrastructure, less emphasis on professional development, a greater need for renovations of facilities, and the employment of more adjunct faculty. With this in mind, a goal was proposed to include employment of qualified faculty and staff who would be compensated well and given the opportunity for professional development, along with the goal of providing facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.

A need to improve and expand student services was identified, and a goal to provide quality student services to enhance the development of students was proposed. Lack of communication was also found to be a weakness; therefore, the improvement of communication was included as a Strategic Goal.

With at least three of the six counties in the PRCC district predicted to be among the fastest growing in the State, the opportunity for more partnerships with various businesses and industries was identified; therefore, a goal was recommended to provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. In addition to expanding workforce training, a goal to provide access to college courses and programs using various instructional methods, including distance education, was determined to be needed because of the change in the State's funding formula to that of full-time equivalency (FTE).

In addition to the SWOT Analysis, during the spring of 2002 and the spring of 2004, administrative, instructional, and educational support services were also evaluated by the utilization of the Noel-Levitz Student Satisfaction Survey and the Institutional Priorities Survey. The simultaneous use of these two surveys revealed areas of agreement and disagreement between students and campus personnel and enabled PRCC to (1) confirm further the accuracy of students' perceptions, (2) identify areas for new initiatives, and (3) gain an understanding of the campus climate from a faculty/staff perspective. Beginning with the 2006 Spring Semester, an in-house designed survey, The Campus Climate Survey, was administered annually to students. The survey was designed to obtain responses regarding campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues. After students (including those at the main campus in Poplarville, at the Forrest County Center, and at the Hancock Center) completed this survey during the 2015 Fall Semester, it was discovered that the majority of the students were satisfied with services offered by the College; however, a focus group was once again organized in order to review the results and make recommendations directed toward improving the quality of services offered by the College.

During the 2016-2017 school year, the Mission Statement and Strategic Goals were reviewed by numerous committees. Internal Performance Indicators, standards to assist in determining if a Strategic Goal has been met, were also reviewed, and new Internal Performance Indicators were approved for evaluation purposes in 2017-2018. Since the College's annual budget process is driven by the Mission Statement and Strategic Goals, the compilation of instructional data and measurements assists in determining the extent to which the College is fulfilling the Mission and Strategic Goals and directly influences the preparation of the annual budget. The budget review process is in place with the Needs Assessment form being utilized by departments and divisions in order to ensure that the PRCC Mission Statement and Strategic Goals continue to serve as the foundation for all planning and evaluation at the College.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS

STRENGTHS	POP – A (22)	POP – VT (20)	FCC – VT (15)	PS (9)	SS (10)	AC (16)
Faculty/Staff	20	14	12	7	7	16
Administration	6	–	–	–	–	
Student/Teacher Ratio	4	7	–	–	–	16
Programs	4	7	7	–	–	16
Cost	3	7	4	3	6	16
Locations	–	–	11	10	3	16
Equipment	–	9	–	–	–	
Placement	–	9	–	–	–	
Scholarships	–	–	–	–	–	16
Community/Alumni Support	–	–	–	–	–	16
OPPORTUNITIES						
Locations	9	–	2	–	–	
Program Expansion/New Funding Formula	6	–	6	5	4	16
Distance Education	3	–	–	2	2	
Extracurricular Activities	3	–	–	–	–	
Growth	–	8	14	5	3	16
Salary Improvement	–	6	–	–	–	
Placement	–	3	–	–	–	
Public Relations	–	3	–	–	–	
Expansion of Facilities	–	–	–	3	8	16
Staff Association	–	–	–	–	2	
Partnerships	–	–	–	–	–	16
Increase in Endowments	–	–	–	–	–	16

PEARL RIVER COMMUNITY COLLEGE
STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS

2003

WEAKNESSES						
	POP – A (22)	POP – VT (20)	FCC – VT (15)	PS (9)	SS (10)	AC (16)
Budget/Funding	7	–	4	–	–	16
Adjunct Faculty (too many)	6	–	–	–	–	
Increasing Student/Teacher Ratio	5	–	–	–	–	
Facilities (need upgrading, etc.)	7	–	–	4	–	16
Administration	3	13	5	–	–	
Recruitment	3	–	–	–	–	
Low Salary	–	19	–	–	8	–
Salary Scale	–	12	–	–	–	16
Weak Technical Support	–	6	–	–	–	
Student Advisement	–	3	–	–	–	
Student Services	–	–	12	4	–	
Lack of Cafeteria	–	–	4	–	–	
Morale	–	–	3	–	–	
Lack of Communication	–	–	–	7	3	
Limited Technology	–	–	–	4	–	
Unorganized Registration	–	–	–	–	4	
Lack of Student Center	–	–	–	–	4	
Lack of Professional Development	–	–	–	–	3	16
Customer Service Inconsistency	–	–	–	–	–	16
Lack of faculty, staff, student participation	–	–	–	–	–	16

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS

THREATS	POP – A (22)	POP – VT (20)	FCC – VT (15)	PS (9)	SS (10)	AC (16)
Funding/Budget/Economy	10	5	13	3	2	16
Publicity (need to increase)	4	–	–	–	–	
Low Salary	3	10	4	3	3	
Recruitment (competition)	3	–	–	–	3	16
Losing Faculty	3	12	–	3	–	
Poor Morale	–	4	–	–	–	16
Politics	–	3	–	–	–	
Program Expansion (not meeting needs)	–	–	–	3	–	
Telephone System	–	–	–	–	4	
Deteriorating Infrastructure	–	–	–	–	–	16
Slow Response to Rapid Change	–	–	–	–	–	16
Transfer of Local Control	–	–	–	–	–	16

MISSION STATEMENT
and
STRATEGIC GOALS

Mission Statement and Strategic Goals

2016-2017

Mission Statement

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

Strategic Goals

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

2. To provide quality student services.

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

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

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

6. To provide adequate communication among campus personnel and community members regarding the College goals, outcomes, and activities.

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

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

STRATEGIC GOALS
and
INTERNAL PERFORMANCE INDICATORS

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

2. To provide quality student services.

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

6. To provide adequate communication among campus personnel and community members regarding the College goals, outcomes, and activities.

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

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

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

Commitment Statement:

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

Internal Performance Indicator 1

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

- **Assessment Results 2014-2015:** As outlined in the PRCC policy regarding evaluation, all instructors were evaluated by their immediate supervisors during FY15.

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

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

- **Assessment Results 2015-2016:** As outlined in the PRCC policy regarding evaluation, all instructors were evaluated by their immediate supervisors during FY16.

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

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

- **Assessment Results 2016-2017:** As outlined in the PRCC policy regarding evaluation, all instructors were evaluated by their immediate supervisors during FY17.

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

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

Internal Performance Indicator 2

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

- **Assessment Results 2014-2015:**
    Fall 2014: There were 800 classes with three (3) or more credit hours (no virtual) offered in Fall 2014 as follows: 526 academic classes; 212 technical classes; 62 career classes. For the academic classes, 438 (83.3%) were taught by full-time instructors; 212 (100%) of technical classes were

taught by full-time instructors, and 59 (95.2%) of career courses were taught by full-time instructors. Eighty-nine percent (89%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 488 classes with three (3) or more credit hours in Fall 2014 as follows: 309 academic classes; 136 technical classes, and 43 career classes. For academic classes, 269 (87.1%) were taught by full-time instructors. For technical classes, 136 (100%) were taught by full-time instructors. One hundred percent (100%) of the forty-three (43) career classes were taught by full-time instructors. Overall, 92 percent (92%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 263 classes with three (3) or more credit hours as follows: 177 academic classes; 72 technical classes; 18 career classes. For academic classes, 139 (78.5%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, fifteen (15) (83.3%) were taught by full-time instructors. Overall, 84.4% of classes offered at the Forrest County Center in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 49 classes with three (3) or more credit hours as follows: 42 academic classes; six (6) technical: one (1) Career. For academic classes, 32 (76.2%) were taught by full-time instructors. One hundred percent (100%) of the nine technical classes were taught by full-time instructors. The one (1) career class was taught by a full-time instructor. Overall 79.6 percent (79.6%) of classes offered at the Hancock Center in Fall 2014 with three (3) or more credit hours was taught by full-time instructors.

Spring 2015: There were 721 classes with three (3) or more credit hours (no virtual) offered in Spring 2015 as follows: 455 academic classes; 222 technical classes; 44 career classes. For the academic classes, 390 (85.7%) were taught by full-time instructors; 221 (99.5%) of technical classes were taught by full-time instructors, and 42 (95.5%) of career courses were taught by full-time instructors. Ninety percent (90%) of classes in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 442 classes with three (3) or more credit hours in Spring 2015 as follows: 254 academic classes; 150 technical classes, and 38 career classes. For academic classes, 223 (87.8%) were taught by full-time instructors. For technical classes, 149 (99.3%) were taught by full-time instructors. One hundred percent (100%) of the forty-three (38) career classes were taught by full-time instructors. Overall, 96 percent (96%) of classes in Spring 2015 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 244 classes with three (3) or more credit hours as follows: 169 academic classes; 69 technical classes; 6 career classes. For academic classes, 139 (82.2%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 83% of classes offered at the Forrest County Center in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 35 classes with three (3) or more credit hours as follows: 32 academic classes and three (3) technical. For academic classes, 28 (87.5%) were taught by full-time instructors. One hundred percent (100%) of the three technical classes were taught by full-time instructors. Overall 93.8 percent (93.8%) of classes offered at the Hancock Center in Spring 2015 with three (3) or more credit hours was taught by full-time instructors.

Source of Documentation: Office of Information Technology

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

- **Assessment Results 2015-2016:**
  <u>Fall 2015:</u> There were 921 classes with three (3) or more credit hours (no virtual) offered in Fall 2015 as follows: 594 academic classes; 270 technical classes; 57 career classes. For the academic classes, 406 (68.3%) were taught by full-time instructors; 270(100%) of technical classes were taught by full-time instructors, and 44 (77.1%) of career courses were taught by full-time instructors. Eighty-one percent (81.8%) of classes in Fall 2015 with three (3) or more credit hours were taught by full-time instructors.

  Poplarville (Main Campus) offered 564 classes with three (3) or more credit hours in Fall 2015 as follows: 342 academic classes; 177 technical classes, and 45 career classes. For academic classes, 245 (71.6%) were taught by full-time instructors. For technical classes, 152 (85.9%) were taught by full-time instructors. For career classes, 35 (77.8%) were taught by full-time instructors. Overall, 78.4 percent (78.4%) of classes in Fall 2015 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

  The Forrest County Center offered 296 classes with three (3) or more credit hours as follows: 206 academic classes; 79 technical classes; 11 career classes. For academic classes,133 (64.6%) were taught by full-time instructors. For technical classes, 73 (92.4%) were taught by full-time instructors. For career classes, 9 (81.8%) were taught by full-time instructors. Overall, 79.6% of classes offered at the Forrest County Center in Fall 2015 with three (3) or more credit hours were taught by full-time instructors.

  The Hancock Center offered 61 classes with three (3) or more credit hours as follows: 46 academic classes; 14 technical: 1 Career. For academic classes, 28 (60.9%) were taught by full-time instructors. For technical classes, 6 (42.8%) were taught by full-time instructors. The one (1) career class was taught by a full-time instructor. Overall 67.9 percent (67.9%) of classes offered at the Hancock Center in Fall 2015 with three (3) or more credit hours was taught by full-time instructors.

  <u>Spring 2016:</u> There were 882 classes with three (3) or more credit hours (no virtual) offered in Spring 2016 as follows: 551 academic classes; 284 technical classes; 47 career classes. For the academic classes, 396 (71.8%) were taught by full-time instructors; 220 (77.5%) of technical classes were taught by full-time instructors, and 35 (74.5%) of career courses were taught by full-time instructors. Seventy-five (75%) of classes in Spring 2016 with three (3) or more credit hours were taught by full-time instructors.

  Poplarville (Main Campus) offered 550 classes with three (3) or more credit hours in Spring 2016 as follows: 307 academic classes; 202 technical classes, and 41 career classes. For academic classes, 240 (78.2%) were taught by full-time instructors. For technical classes, 143 (70.8%) were taught by full-time instructors. For career classes, 31 (75.6%) were taught by full-time instructors. Overall, seventy-five (75%) of classes in Spring 2016 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

  The Forrest County Center offered 281 classes with three (3) or more credit hours as follows: 203 academic classes; 72 technical classes; 6 career classes. For academic classes, 133 (65.5%) were taught by full-time instructors. For technical classes, 70 (97.2%) were taught by full-time instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 76.4% of classes offered at the Forrest County Center in Spring 2016 with three (3) or more credit hours were taught by full-time instructors.

  The Hancock Center offered 51 classes with three (3) or more credit hours as follows: 41 academic classes and 10 technical. For academic classes, 23 (56%) were taught by full-time instructors. For

technical classes, 7 (70%) were taught by full-time instructors. Overall 63% of classes offered at the Hancock Center in Spring 2016 with three (3) or more credit hours was taught by full-time instructors.

Source of Documentation: Office of Information Technology

> **Use of Assessment Results:** Because of differences in the amount of full time faculty reported for 2015-2016, it is suspected that individuals are coded incorrectly in Banner. The process of coding individuals in Banner is being explored so that reporting can be more accurate and consistent.

- **Assessment Results 2016-2017:**
  Fall 2016: There were 921 classes with three (3) or more credit hours (no virtual) offered in Fall 2016 as follows: 586 academic classes; 278 technical classes; 48 career classes. For the academic classes, 531 (90.6%) were taught by full-time instructors; 275(98.9%) of technical classes were taught by full-time instructors, and 42 (87.5%) of career courses were taught by full-time instructors. Ninety-two percent (92.5%) of classes in Fall 2016 with three (3) or more credit hours were taught by full-time instructors.

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

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

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

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

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

  The Forrest County Center offered 270 classes with three (3) or more credit hours as follows: 188 academic classes; 76 technical classes; 6 career classes. For academic classes, 131 (69.6%) were taught by full-time instructors. For technical classes, 63 (82.8%) were taught by full-time

instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 73.3% of classes offered at the Forrest County Center in Spring 2016 with three (3) or more credit hours were taught by full-time instructors.

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

Source of Documentation: Office of Information Technology

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

Internal Performance Indicator 3

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

- **Assessment Results 2014-2015:** All programs participating in accreditation are fully accredited.

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

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

- **Assessment Results 2015-2016:** All programs participating in accreditation are fully accredited.

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

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

- **Assessment Results 2016-2017:** All programs participating in accreditation are fully accredited.

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

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

Internal Performance Indicator 4
Twelve months after graduation, 80.1%of students who completed career and technical programs will be placed according to the State measurement definition.

- **Assessment Results 2014-2015:** Placement in jobs or military for Poplarville and Hancock County career and technical completer/graduates was 83%. Placement in jobs or military for the completers/graduates at the Forrest County Center was 84%. Those placement percentages include neither the graduates who continued their education nor those who were unemployed, deceased, or incarcerated. Placement in all locations exceeds the State requirement of 82%.

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

    Use of Assessment Results: All placement will continue to be measured to ensure that state requirements are being met. nSPARC has provided a means of tracking employment that is helpful, but the actual data is questionable at this time because students who find employment out of state are not tracked.

- **Assessment Results 2015-2016:** Job placement rates were reported in Fall 2015. The job placement rate for all PRCC campuses was 82.96%. The job placement rate for the Poplarville & Hancock centers was 80.42%. The job placement rate for the Forrest County Center was 87.32%. The overall figures and Forrest County figures exceed the state requirement of 82.3%. The Poplarville and Hancock center placement rates need improvement. The use of social media and Career Coach advertising in addition to placement activities are believed to help PRCC, as a whole, reach the state requirement in job placement.

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

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

- **Assessment Results 2016-2017:** Job placement rates were reported in Fall 2016. The job placement rate for all PRCC campuses was 78.5%. The job placement rate for the Poplarville & Hancock centers was 73.5%. The job placement rate for the Forrest County Center was 89.69%. The overall figures did not meet the state requirement of 80.10%. The Poplarville and Hancock center placement rates need improvement. The use of social media and Career Coach advertising in addition to placement activities are believed to help PRCC, as a whole, reach the state requirement in job placement.

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

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

Internal Performance Indicator 5

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

- **Assessment Results 2014-2015: Refer to the Chart attached as Appendix A**

    Source of Documentation:

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

    Use of Assessment Results: All programs at both locations requiring licensure or certification met the required State passing rate with the exception of Barbering. Looking at the success rates in the past three years, the overall success rate would be over 70 percent. This program will continue to be monitored to ensure improvement in success rates. Collaboration between the program supervisors and the faculty members are conducted annually to improve student performance on the examinations. Test preparation seminars are conducted by instructors, and professional consultants will be scheduled when budgets and availability permit.

- **Assessment Results 2015-2016: Refer to the Chart attached as Appendix A**

    Source of Documentation:

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

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

- **Assessment Results 2016-2017: Refer to the Chart attached as Appendix A**

    Source of Documentation:

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

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

Internal Performance Indicator 6

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

- **Assessment Results 2014-2015:**

	FY 2012	FY 2013	FY 2014
PRCC transfer Term GPA	2.97	3.04	3.06
CJC transfer Term GPA	3.08	3.11	3.12
IHL Term GPA	3.06	3.08	3.09

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

Community/Junior College Students Enrolled in Mississippi Public Universities Program Performance Indicators and Measures from State Board for Community and Junior Colleges.

Use of Assessment Results: While the results of this information are certainly worth consideration, it must also be noted that all students who transfer from PRCC are included in the transfer percentage. This includes Dual Enrollment students. The number of Dual Enrollment students has increased over the last several years because the K-12 schools and the community colleges both are being encouraged by the state to offer more and more opportunities for qualified high school students. Oftentimes, Dual Enrollment students only take one to four courses with PRCC before graduating high school and immediately enrolling at a university. During that time, Pearl River had very little time or opportunity to influence those students; yet, the students are being factored as transfer students in the data provided by the state.

- **Assessment Results 2015-2016:**

	FY 2013	FY 2014	FY 2015
PRCC transfer Term GPA	3.04	3.06	3.15
CJC transfer Term GPA	3.11	3.12	3.15
IHL Term GPA	3.08	3.09	3.11

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

Use of Assessment Results: PRCC's students performed as well as students from the other community colleges and better than the native university students. Plans were made for various departments to attend a statewide curriculum alignment meeting with all community colleges and universities in attendance. Hopefully, this will make for more uniform course objectives and outcomes across the state.

- **Assessment Results 2016-2017:**

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

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

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

Internal Performance Indicator 7

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

- **Assessment Results 2014-2015:** Based upon information provided in the 2013 State Report Card, the number of total graduates in 100 percent of time to graduation was 206, the number of total graduates in 150 percent of time to graduation was 327; and the number of total graduates in 200 percent of time to graduation was 383. These numbers are based upon the first-time, full-time fall 2010 cohort.

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

> **Use of Assessment Results:** During the summer ROAR sessions, students will be encouraged to graduate on time. The college will be promoting a 15 to Finish initiative. All students living in the dormitories will be required to register for 15 hours each semester. Also, students receiving a development foundation grant will be required to register for 15 hours each semester.

- **Assessment Results 2015-2016:** Based upon information provided in the 2014 State Report Card, the number of total graduates in 100 percent of time to graduation was 159, the number of total graduates in 150 percent of time to graduation was 262; and the number of total graduates in 200 percent of time to graduation was 308. These numbers are based upon the first-time, full-time fall 2011 cohort.

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

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

- **Assessment Results 2016-2017:** Based upon information provided in the 2015 State Report Card, the number of total graduates in 100 percent of time to graduation was 225, the number of total graduates in 150 percent of time to graduation was 349; and the number of total graduates in 200 percent of time to graduation was 409. These numbers are based upon the first-time, full-time fall 2012 cohort.

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

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

Internal Performance Indicator 8

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

- **Assessment Results 2014-2015:** General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2014-2015 Institutional Planning and Effectiveness Fall Document and the end of year Strategic Planning documents.

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

  > **Use of Assessment Results:** Student learning outcomes for new courses are planned for Fall 2015 (for example, BIO 2413, Field Zoology). All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee. Revisions can be made at each stage of review.

- **Assessment Results 2015-2016:** General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2015-16 Institutional Planning and Effectiveness Fall Document and the end of year Strategic Planning documents.

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

  Use of Assessment Results: Student learning outcomes for new courses are planned for Fall 2016 (for example, BAD 2523 Personal Financial Management). All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee. Revisions can be made at each stage of review.

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

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

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

Internal Performance Indicator 9

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

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

- **Assessment Results 2014-2015:**
  Intermediate Algebra – 512 students earned a grade of C or better within the 2013-14 AY. Of the 512, 299 (58%) earned a passing grade (A,B,C,D) in College Algebra through the 2014-15 AY.

  Intermediate English – 463 students earned a grade of C or better within the 2013-14 AY. Of the 463, 176 (38%) earned a passing grade (A,B,C,D) in English Comp I through the 2013-14 AY.

  Intermediate Reading – 241 students earned a grade of C or better within the 2013-14 AY. Of the 241, 78 (32%) earned a passing grade (A,B,C,D) in a Social Science or Humanities course through the 2014-15 AY.

  Source of Documentation: Office of Information Technology

  Use of Assessment Results: Intermediate Reading will not be taught in the 2015-2016 school year. Plans are being made to revamp English Composition I to include a lab component for developmental students, instead of Intermediate English.

- **Assessment Results 2015-2016:**
  The following is based on information provided in the 2014 State Report Card, which is based on the fall 2012 cohort and 2012-2013 enrollment.

  Developmental English - There were 319 first-time, full-time students enrolled in Developmental English. One hundred eighty-three, or 57.4% enrolled in English Composition I of which 130, or 71.0%, were successful.

  Algebra – There were 569 first-time, full-time students enrolled in developmental math courses during their first academic year. Four hundred fourteen, or 72.8%, enrolled in Intermediate Algebra of which 254, or 61.4%, were successful. Two hundred one, or 35.3%, enrolled in College Algebra of which 179, or 89.1%, were successful.

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

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

- **Assessment Results 2016-2017:** The following is based on information provided in the 2015 State Report Card, which is based on the fall 2013 cohort and 2013-14 enrollment.

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

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

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

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

Internal Performance Indicator 10

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

- **Assessment Results 2014-2015:** Since this is the first year using the Mississippi Public Universities Interactive Data Portal, data is not comparable to previous assessment results. The Mississippi Public Universities Interactive Data Portal reports the following: 227 Pearl River Community College students transferred for the first time to a Mississippi Public University in Fall 2014.

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

  > **Use of Assessment Results:** The College will host a College Fair to provide students an opportunity to interact with representatives from the various public institutions. In addition, the college will organize "Transfer Week" to help students get prepared to transfer to a public university.

- **Assessment Results 2015-2016:** The Mississippi Public Universities Interactive Data Portal reports the following: 260 Pearl River Community College students transferred for the first time to a Mississippi Public University in Fall 2015. This is an increase of 14.5% from the previous year.

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

    Use of Assessment Results: A College Fair is planned for the 2016-2017 school year in order to provide students with connections to the various public institutions. The college will continue to host "transfer week" to help students with transferring to a public university.

- **Assessment Results 2016-2017:** The Mississippi Public Universities Interactive Data Portal reports the following: 275 Pearl River Community College students transferred for the first time to a Mississippi Public University in Fall 2016. This is an increase of 5.7 from the previous year.

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

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

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Goal 2: **To provide quality student services.**

</div>

Commitment Statement:

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

Internal Performance Indicator 1

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

- **Assessment Results 2014-2015:** The Annual Campus Climate Survey was administered during the 2014 Fall Semester. Survey results indicate that students are so satisfied with Pearl River Community College that they would recommend PRCC to others who are interested in attending college (88.6 percent overall; 90.2 percent at the Forrest County Center; 88.5 percent at the Hancock Center; and 87.8 percent at the Poplarville Campus).

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

  Use of Assessment Results: A Focus Group Committee met to discuss any item from the Campus Climate survey that received a less than 70 percent satisfaction level. The issue of student complaints was addressed and recommendations for improvement were discussed by the committee. The committee discussed the need to emphasize positive customer service in student service areas at all campuses.

- **Assessment Results 2015-2016:** The Annual Campus Climate Survey was administered during the 2015 Fall Semester. Survey results indicate that students are so satisfied with Pearl River Community College that they would recommend PRCC to others who are interested in attending college (95.6 percent overall; 97.9 percent at the Forrest County Center; 96.1 percent at the Hancock Center; and 93.9 percent at the Poplarville Campus).

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

  Use of Assessment Results: The Focus Group Committee met to discuss the results from the Campus Climate survey. No items received less than 70 percent satisfaction level. It was decided that the committee should consider raising the threshold since all items were met at 70 percent or higher.

- **Assessment Results 2016-2017:** The Annual Campus Climate Survey was administered during the 2016 Fall Semester. Survey results indicate that students are so satisfied with Pearl River Community College that they would recommend PRCC to others who are interested in attending college (93.7 percent overall; 96.2 percent at the Forrest County Center; 94.7 percent at the Hancock Center; and 92.4 percent at the Poplarville Campus).

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

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

Internal Performance Indicator 2

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

- **Assessment Results 2014-2015:**
  The library, CEC, and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. When needed, the list is used to purchase books for the library. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking if they have requests for materials that the instructors would like to have purchased. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses, with their larger collections, there are fewer requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

Poplarville Campus

GHJ Items	Adds	Total
Books	107	56,069
B. Periodicals	0	4,061
Microform	0	7,043
Cassettes	0	21
CD-ROMS's	0	403
Computer Disks	0	126
DVD's	21	1,200
Kits	0	4
Manuals	0	406
Slide Sets	0	6
Sound Disks	0	73
Transparencies	0	9
Videocassettes	1	2,060
TOTAL	**128**	**71,481**

Forrest County Center

FCC ITEMS	Adds	Total
Books	197	7,116
B. Periodicals	0	107
CD-ROM's	16	157
Computer Disks	0	0
DVD's	5	339
Kits	0	4
Manuals	8	41
Slide Sets	0	0
Sound Disk	0	16
Videocassettes	0	398
TOTAL	**226**	**8,178**

Hancock Center

HAN ITEMS	Adds	Total
Books	17	4,361
B. Periodicals	0	0
CD-ROM's	2	39
DVD's	1	274
Kits	0	2
Manuals	0	3
Maps	0	4
Slide Sets	0	0
Sound Disk	0	1
Videocassettes	0	26
TOTAL	**20**	**4,710**

All Three Campuses

PRCC ITEMS	Adds	Total
Books	321	67,546
B. Periodicals	0	4,168
Microform	0	7,043
Cassettes	0	21
CD-ROM's	18	599
Computer Disks	0	126
DVD's	27	1,813
Kits	0	10
Manuals	8	450
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	0	2,484
TOTAL	**374**	**84,369**
EBSCO, eBooks		176,888
Recorded Books, eAudio		846
Ebrary, eBooks		125,038
G. TOTAL	**374**	**387,141**

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

Source of Documentation: Office of Director of College Libraries

Use of Assessment Results: Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to be sent to each instructor from the Director of College Libraries requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine when needed. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the

selection of the materials for the CEC, labs and libraries. The above chart provides the statistics of items added to the library collection during the 2014-2015 year. The following chart provides orientations conducted and numbers of students and classes served.

The Libraries/Learning Labs provided the following services in 2014-2015 to faculty and students.

Totals for Individual Campuses 2014-2015	Johnston Library 2014-2015	Forrest County 2014-2015	Hancock Center 2014-2015	Totals for All 2014-2015
Total # of Library/ CEC/Learning Lab Orientations	105	118	1	224
Total # of Classes in Library	143	59	117	319
Total # of Classes in CEC/Lab	623	792	0	1,415
Total # Computer Usage in Library	20,414	15,093	1,112	36,619
Total # CEC/Learning Lab Computer Usages	18,213	13,146	0	31,359
Total # Door counts	73,128	50,620	1,112	124,860
Total # Online Tests	5,741	4,663	0	10,404

- **Assessment Results 2015-2016:**
  The library, CEC, and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles.   When needed, the list is used to purchase books for the library. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking for material requests that the instructors would like to have purchased and place in the library collection. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses, with their larger collections, there are fewer requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the ten databases to which the college subscribes.

Poplarville Campus

GHJ Items	Adds	Total
Books	97	59,598
B. Periodicals	0	4,061
Microform	0	7,043
Cassettes	0	21
CD-ROMS's	2	57
Computer Disks	0	44
DVD's	8	1,207
Kits	0	4
Manuals	0	395
Slide Sets	0	6
Sound Disks	0	73
Transparencies	0	2
Videocassettes	0	2,060
TOTAL	**107**	**74,571**

Forrest County Center

FCC ITEMS	Adds	Total
Books	138	9,191
B. Periodicals	0	107
CD-ROM's	2	161
Computer Disks	0	0
DVD's	20	358
Kits	0	4
Manuals	0	41
Slide Sets	0	0
Sound Disk	0	16
Videocassettes	0	398
TOTAL	**160**	**10,273**

Hancock Center

HAN ITEMS	Adds	Total
Books	27	4,282
B. Periodicals	0	0
CD-ROM's	1	39
DVD's	0	273
Kits	0	2
Manuals	0	3
Maps	0	4
Slide Sets	0	0
Sound Disk	0	1
Videocassettes	0	26
TOTAL	**28**	**4,631**

All Three Campuses

PRCC ITEMS	Adds	Total
Books	262	73,071
B. Periodicals	0	4,168
Microform	0	7,043
Cassettes	0	21
CD-ROM's	5	257
Computer Disks	0	44
DVD's	28	1,838
Kits	0	10
Manuals	0	439
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90

Transparencies	0	2	
Videocassettes	0	2,484	
TOTAL	**295**	**89,477**	
EBSCO, and Ebrary eBooks		323,665	
Recorded Books, eAudio		960	
G. TOTAL		**414,102**	

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

Source of Documentation: Office of Director of College Libraries

Use of Assessment Results: Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to be sent to each instructor from the Director of College Libraries and library employees requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine as needed. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the CEC, labs and libraries. The above chart provides the statistics of items added to the library collection during the 2015-2016 year. The following chart provides statistical information regarding services provided by the libraries, CEC, and testing.

The Libraries/Learning Labs provided the following services in 2015-2016 to faculty and students.

Totals for Individual Campuses 2015-2016	Johnston Library 2015-2016	Forrest County 2015-2016	Hancock Center 2015-2016	Totals for All 2015-2016
Total # of Library/ CEC/Learning Lab Orientations	106	75	3	184
Total # of Students who attend Library/CEC/Learning Lab Orientations	2,341	1,208	27	3,576
Total # of Classes in Library	72	41	115	228
Total # of CCN Room Usage	127			127

Total # of Classes in CEC/Lab	**737**	**433**	**0**	1,170
Total # Computer Usage in Library	**24,255**	**13,451**	**585**	38,291
Total # CEC/Learning Lab Computer Usages	**16,048**	**11,114**	**0**	27,162
Total # Door counts	**76,068**	**47,995**	**585**	124,648
Total # Online Tests	**6,993**	**5,838**	**0**	12,831

- **Assessment Results 2016-2017:**
  The library, CEC, and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. When needed, the list is used to purchase books for the library. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking for material requests that the instructors would like to have purchased and place in the library collection. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses, with their larger collections, there are fewer requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the ten databases to which the college subscribes.

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

All Three Campuses

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

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

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

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

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

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

Library/CEC/Learning Lab Orientations				
Total # of Classes in Library	117	29	30	176
Total # of CCN Room Usage	78			78
Total # of Classes in CEC/Lab	606	265	0	871
Total # Computer Usage in Library	28,050	13,943	1,766	43,759
Total # CEC/Learning Lab Computer Usages	13,085	9,792	0	22,877
Total # Door counts	79,841	49,062	1,766	130,669
Total # Online Tests	7,425	9,241	362	17,028

Internal Performance Indicator 3

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

Admissions Office

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given by the Office of Admissions were as follows: 84.6 percent overall, 79.3 percent at the Forrest County Center, 75.9 percent at the Hancock Center, and 88.5 percent at the Poplarville Campus.

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

  Use of Assessment Results: For the 2015-2016 year, the Admissions Office is focusing on the "student first" platform: phones have dedicated person to answer calls, phone requests answered immediately, letters are mailed to potential students timely notifying of admissions status, students are notified of the next step of the registration process.

- **Assessment Results 2015-2016:** The annual Campus Climate Survey was administered in the 2015 Fall Semester. Satisfaction levels for the personal attention given by the Office of Admissions were as follows: 96.5 percent overall, 94.9 percent at the Forrest County Center, 100 percent at the Hancock Center, and 97.4 percent at the Poplarville Campus.

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

Use of Assessment Results: For the 2016-2017 year, the Admissions Office will focus on the "student first" platform: phones will have a dedicated person to answer calls, phone requests will be answered immediately, letters will be mailed to potential students timely notifying of admissions status. Letters will be sent to students notify them of the next step of the registration process, including the ROAR Orientation for first time freshmen.

- **Assessment Results 2016-2017:** The annual Campus Climate Survey was administered in the 2016 Fall Semester. Satisfaction levels for the personal attention given by the Office of Admissions were as follows: 96.8 percent overall, 96.0 percent at the Forrest County Center, 96.6 percent at the Hancock Center, and 97.3 percent at the Poplarville Campus.

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

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

Bookstore

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Bookstore were as follows: 84.9 percent overall, 86.2 percent at the Forrest County Center, 61.2 percent at the Hancock Center, and 85.9 percent at the Poplarville Campus.

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

    Use of Assessment Results: The overall satisfaction level for the Bookstore was lower than in previous years. Several positive changes were planned for the 2015-2016 school year. The Bookstore surveyed students and instructors regarding what merchandise and materials should be available in the Bookstore. The Bookstore made plans to focus more on student needs. The Bookstore planned to offer more variety of merchandise, including mobile devices as well as school supplies. Additional supplies and merchandise will be made available online as well to better serve the students at the Hancock Center. The Forrest County Center Bookstore will carry more specific supplies needed in the various departments, based on instructor requests. The Poplarville Bookstore will add two additional registers in an effort to reduce students' wait time in the Bookstore.

- **Assessment Results 2015-2016:** The annual Campus Climate Survey was administered in the 2015 Fall Semester. Satisfaction levels for the personal attention given in the Bookstore were as follows: 96.9 percent overall, 97.2 percent at the Forrest County Center, 94.3 percent at the Hancock Center, and 96.9 percent at the Poplarville Campus.

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

    Use of Assessment Results: Many positive changes were implemented in the 2015-2016 school year that focused on customer service; meeting the needs of the students and faculty; an

increase in the merchandise line through suggestions from customer feedback; and improvements on the marketing and rebranding the bookstore. Moving forward in 2016-2017, a stronger social media marketing strategy will be created to help build an open line of communication with the students and customers. New products and merchandise that meet the demands of the students will be ordered such as computers, electronics, and more. A central focus will be created to ensure detail to each students' needs. Training will be provided for all staff on assistance with eBooks. Processes are being implemented to make sure all customers leave satisfied with their experience at the Wildcat Den Bookstore.

- **Assessment Results 2016-2017:** The annual Campus Climate Survey was administered in the 2016 Fall Semester. Satisfaction levels for the personal attention given in the Bookstore were as follows: 96.0 percent overall, 94.8 percent at the Forrest County Center, 92.7 percent at the Hancock Center, and 96.8 percent at the Poplarville Campus.

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

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

Counseling Center/Success Center

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Counseling Center were as follows: 81.8 percent overall, 78.2 percent at the Forrest County Center, 72.8 percent at the Hancock Center, and 85.1 percent at the Poplarville Campus.

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

  Use of Assessment Results: With the satisfaction rating decreasing slightly, the Counseling Center intends to focus more on students' needs. Several training sessions will be held on behavioral issues, advisement, mental health and school safety.

- **Assessment Results 2015-2016:** The annual Campus Climate Survey was administered in the 2015 Fall Semester. Satisfaction levels for the personal attention given in the Counseling Center were as follows: 96.0 percent overall, 97.2 percent at the Forrest County Center, 97.7 percent at the Hancock Center, and 95.2 percent at the Poplarville Campus.

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

  Use of Assessment Results: Plans were made to reorganize the counseling center, giving specific responsibilities to individual counselors. A counselor is being relocated to the Technology Building for better service to Career Technical Education programs. The counseling center is being combined with the Office of Student Success to provide more consistent services across the college. The Office of Recruitment will have recruiters who will also serve as academic advisors to better meet the growing needs of our students.

- **Assessment Results 2016-2017:** The annual Campus Climate Survey was administered in the 2016 Fall Semester. Satisfaction levels for the personal attention given in the Counseling Center were as follows: 94.7 percent overall, 96.9 percent at the Forrest County Center, 91.2 percent at the Hancock Center, and 93.7percent at the Poplarville Campus.

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

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

Financial Aid Office

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Financial Aid Office were as follows: 73.5 percent overall, 66.7 percent at the Forrest County Center, 67.3 percent at the Hancock Center, and 78.2 percent at the Poplarville Campus.

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

  Use of Assessment Results: Pearl River Community College has continued to implement the 15 to Finish program. This initiative will be emphasized during the upcoming ROAR sessions, and flyers will be posted in key areas around campus. To better service students, additional personnel will be sent to the Forrest County Center and to the Hancock Center to help address student issues. Additionally, online information will be updated to better service students and answer student questions.

- **Assessment Results 2015-2016:** The annual Campus Climate Survey was administered in the 2015 Fall Semester. Satisfaction levels for the personal attention given in the Financial Aid Office were as follows: 89.2 percent overall, 88.3 percent at the Forrest County Center, 97.8 percent at the Hancock Center, and 89.3 percent at the Poplarville Campus.

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

  Use of Assessment Results: Two consultants were hired to review the financial aid polices for the college. More services were moved online to be more accessible to students. Additional phone lines will be added to this department. Also, more specific responsibilities will be given to each employee. Plans are being made to provide more financial aid information to local area high schools.

- **Assessment Results 2016-2017:** The annual Campus Climate Survey was administered in the 2016 Fall Semester. Satisfaction levels for the personal attention given in the Financial Aid Office were as follows: 86.9 percent overall, 86.4 percent at the Forrest County Center, 87.7 percent at the Hancock Center, and 87.1 percent at the Poplarville Campus.

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

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

Library

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Library were as follows: 87.0 percent overall, 86.8 percent at the Forrest County Center, 78.9 percent at the Hancock Center, and 88.2 percent at the Poplarville Campus.

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

  Use of Assessment Results: The student satisfaction levels decreased slightly at all locations. The Director of College Libraries has planned to offer several additional resources for all students. The Flipster database will be purchased and made available to all Pearl River Community College students and faculty. Flipster will provide users access to various professional journals and popular reading magazines at no cost. In the Garvin H. Johnston Library, a quiet room will be established for students for quiet study as well as a learning commons area for group study. New computers will be purchased for online testing and new projectors and white boards will be purchased for the Curriculum Enhancement Center. JAWS software will be updated at all locations.

- **Assessment Results 2015-2016:** The annual Campus Climate Survey was administered in the 2015 Fall Semester. Satisfaction levels for the personal attention given in the Library were as follows: 98.6 percent overall, 99.2 percent at the Forrest County Center, 95.0 percent at the Hancock Center, and 98.4 percent at the Poplarville Campus.

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

  Use of Assessment Results: Student satisfaction rates increased at all library locations. Databases will be evaluated to determine what changes can be made to provide needed resources. Movable furniture at the Garvin H. Johnston Library will provide students with more of a learning commons environment. The addition of the Learning Lounge at the Forrest County Center Campus will give students an opportunity for collaborative study. The Hancock Center Campus extended hours for the Librarian. Students now have access to a professional librarian 24 hours a week.

- **Assessment Results 2016-2017:** The annual Campus Climate Survey was administered in the 2016 Fall Semester. Satisfaction levels for the personal attention given in the Library were as follows: 98.4percent overall, 98.4 percent at the Forrest County Center, 94.8 percent at the Hancock Center, and 98.6 percent at the Poplarville Campus.

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

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

Security

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given by Security/Campus Police were as follows: 73.8 percent overall, 73.1 percent at the Forrest County Center, 78.8 percent at the Hancock Center, and 73.8 percent at the Poplarville Campus.

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

  Use of Assessment Results: Several measures are planned to increase safety and security at Pearl River Community College. In the dormitories, a new access control will be put in place in the upcoming semester. A new camera/surveillance system will be installed on campus as well as a campus lighting plan. The college will also deploy a new mass notification system, LYNX, as a means for communicating with students and faculty during an emergency.

- **Assessment Results 2015-2016:** The annual Campus Climate Survey was administered in the 2015 Fall Semester. Satisfaction levels for the personal attention given by Security/Campus Police were as follows: 92.1 percent overall, 94.5 percent at the Forrest County Center, 97.1 percent at the Hancock Center, and 90.2 percent at the Poplarville Campus.

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

  Use of Assessment Results: The new access control system was finalized and implemented in fall 2015. Additional cameras are being installed on all three campuses for surveillance and security.   An assistant director of public safety was named at the Forrest County Center to better assist the needs on that campus. Training was conducted for faculty and staff regarding sexual misconduct. Plans were made for security and safety trainings to be presented per individual building on each campus.

- **Assessment Results 2016-2017:** The annual Campus Climate Survey was administered in the 2016 Fall Semester. Satisfaction levels for the personal attention given by Security/Campus Police were as follows: 92.8 percent overall, 92.2 percent at the Forrest County Center, 98.2 percent at the Hancock Center, and 92.9 percent at the Poplarville Campus.

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

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

Internal Performance Indicator 4

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

- **Assessment Results 2014-2015:** The FY 2015 budget demonstrates that the Instructional Support budget, which includes library and learning lab services, was $1,473,992 or 3.9% of the College's unrestricted general support budget for the FY 2015. This amount compares to the FY 2014 figures of 3.19%, or $1,124,449.00. These two fiscal years did not include Enlargement & Improvement (E&I) funds for Instructional Support expenditures.

  Source of Documentation: Vice President for Business and Administrative Services

  Use of Assessment Results: The established trend will demonstrate that the College's goal of 6.0% of the E&G budget for the Instructional Support function of the institution is not realistic.

- **Assessment Results 2015-2016:** The FY 2016 Education & General Expenditures (E&G Actual) Report demonstrates that 3.9% of the institution's total E& G expenditures were comprised of instructional support expenditures. It should also be noted that the institution's FY 2016 Enlargement & Improvement Fund, which is separate from the institution's general operating fund, also included a budget line of $100,000.00 for instructional technology.

  Source of Documentation: Vice President for Business & Administrative Services

  Use of Assessment Results: The established trend will demonstrate that the College's goal of 6.0% of the E&G budget for the Instructional Support function of the institution is not realistic.

- **Assessment Results 2016-2017:** FY 2017 Education & General Expenditures indicated that the College expended $2,517,928.00, or 6.5% of its E&G expenditures on Instructional Support during FY 2017.

  Source of Documentation: Vice President for Business & Administrative Services

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

Internal Performance Indicator 5

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

- **Assessment Results 2015-2016:**

Support Staff: 2015-2016

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
POP Mathematics Laboratory Assistant	FT	1.5 years college	January 2008
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990
GHJ Library Assistant (11mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (EH)	FT	1 year of college	August 2001
GHJ CEC Assistant (11 mo.) (LS)	FT	1.5 years college	August 2013
GHJ CEC/Online Testing Assistant (11 mo.) (DC)	FT	Associate of Science	July 2014
FCC Library Assistant (12 mo.) (MS)	FT	2 years college	September 2012
FCC Library Assistant (11 mo.) (JH)	FT	Associate of Arts	July 2013
FCC Learning Lab/Online Testing Assistant (11mo.) Transferred (TS)	FT	GED	July 2015
FCC Learning Lab/Online Testing Assistant (11 mo.) Resigned (AJ)	FT	Bachelor's	January 2016
FCC Learning Lab/Online Testing Assistant (11 mo.) (RE)	FT	Bachelor's	February 2016

Source of Documentation: Director of College Libraries

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

- **Assessment Results 2016-2017:**

Support Staff: 2016-2017

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
POP Mathematics Laboratory Assistant (9 mo.)	FT	2 years college	January 2008
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990

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

Source of Documentation: Director of College Libraries

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

Internal Performance Indicator 6

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

- **Assessment Results 2014-2015:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

- **Assessment Results 2015-2016:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each

syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

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

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

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

Internal Performance Indicator 7

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

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

Source of Documentation: Office of Student Success

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

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

Commitment Statement:

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

Internal Performance Indicator 1
Retention in online classes will increase by 2% each semester.

- **Assessment Results 2014-2015:** As shown above, there is a 4.94% decrease in the retention for 2014-2015 in comparison to the previous year.

Fall 2013-Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2014-Summer 2015	Percent Change
85%	79%	79%	86%	81%	-4.94%

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

Use of Assessment Results: The Office of eLearning will continue to make improvements that will incorporate how to increase the retention in online classes. Prior to the Fall 2013 semester personnel began providing a personal touch to our services by calling each online student. These calls made a big difference in retention for that semester and retention increased throughout the 2013-2014 year. However, the office is unable to continue this practice due to a lack of personnel. Now the office has made a point to target online students that are taking developmental classes. Prior to the Fall 2015 semester, the office contacted the majority of the students taking an online developmental class. It is planned to also begin calling students that are taking 2nd 8 week online classes as well. Because these calls have had a major impact on retention in online classes, this practice will be continued even if on a smaller scale.

- **Assessment Results 2015-2016:** As shown below, there is a 4.9% decrease in the retention for 2014-2015 in comparison to the previous year.

Fall 2014-Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2015-Summer 2016	Percent Change
81%	70%	76%	86%	77%	-4.9

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

Use of Assessment Results: The Office of eLearning will continue to make improvements to increase retention in online classes. To increase retention and success rates, the following will be added to two sections of Intermediate Algebra: a tutoring service, live orientation and personal phone call to each student that is registered. Plans will be made to expand these services to all sections if the outcome is favorable. The Office of eLearning will also continue to make a personal call to any student that's in a developmental course or 2nd 8 week course.

- **Assessment Results 2016-2017:**

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

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

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

Internal Performance Indicator 2
All high schools in the Pearl River Community College district will be informed annually of policies regarding dual enrollment opportunities in order to increase dual enrollment annually.

- **Assessment Results 2014-2015:** In Summer 2015, a professional development session was conducted by the Vice President for General Education and Technology Services for instructors who participate in the Dual Enrollment Option 1. Instructors received training on the new ebook initiative, as well as on SLO data collection processes of the college.

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

  Use of Assessment Results: PRCC Department chairs were able to interact with and train the dual enrollment instructors during this time. This has helped to open the lines of communication between PRCC and the school districts. This meeting has become a yearly event and continues to serve as an effective line of communication.

- **Assessment Results 2015-2016:** The Vice President for General Education and Technology Services continued to provide the annual professional development session for Option 1 Dual Enrollment instructors during Summer 2016. Instructors received updates from the Vice President's office regarding SLO data collection, dual enrollment fees and textbooks. Communication was a key factor discussed during the training as well.

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

  Use of Assessment Results: PRCC Department chairs were able to interact with and train the dual enrollment instructors during this time. This has helped to open the lines of communication between PRCC and the school districts. This meeting has become a yearly event and continues to serve as an effective line of communication.

- **Assessment Results 2016-2017:** The Vice President for General Education and Technology Services continued to provide the annual professional development session for Option 1 Dual Enrollment instructors during Summer 2017. Instructors received updates from the Vice President's office regarding SLO data collection, dual enrollment fees and textbooks. PRCC Department chairs provided training and course information for dual enrollment instructors as well.

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

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

Internal Performance Indicator 3

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

- **Assessment Results 2014-2015:**
  Summer 2014 – 6 weekend classes met

  Fall 2014 – 9 offered and 7 made

  Winter 2014 – 6 mini-term classes met

  Spring 2015 - 8 offered and 8 made

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

  Use of Assessment Results: A continued effort is being made to offer weekend and Winter term classes, but the demand has not increased. While several short term classes were offered both online and on campuses, the success of these classes hinges on proper advisement. The short term format is ideal for the certain students but only works well when the students understand the amount of work that will be required in specific amount of time. Training of advisors is being discussed.

- **Assessment Results 2015-2016:**
  Summer 2015 – 5 weekend classes met

  Fall 2015 – 5 weekend classes met

  Winter 2015 – 7 mini-term classes met

  Spring 2016: 10 weekend classes met

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

  Use of Assessment Results: As of late, students have not favored weekend classes. Since the objective in offering this format of class was to provide students with different options in scheduling, there is confusion as to why the courses have not been as popular as in the beginning. In an effort to ascertain the students' perceptions of this format of classes, a brief

voluntary survey will be sent to students. It is hoped that this survey will provide insight regarding weekend classes.

- **Assessment Results 2016-2017:**
  Summer 2016 – 3 weekend classes met

  Fall 2016 – 4 weekend classes met

  Winter 2016 – 7 mini-term classes met

  Spring 2017 – 8 weekend classes met

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

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

Internal Performance Indicator 4

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

- **Assessment Results 2014-2015:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

- **Assessment Results 2015-2016:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

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

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

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

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

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Commitment Statement:

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

Internal Performance Indicator 1

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

- **Assessment Results 2014-2015:** The MCCB FY 2014 Comparison of Revenue by Source and Expenditures by Program and by Object Report demonstrates that PRCC has maintained its position as the top average faculty salary in the state with an average faculty salary of $57,797.00, the same average as shown in the MCCB report for FY 2013.

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

    Use of Assessment Results: The College has determined that a 2.00% increase will be provided for faculty during FY2015, which will assure continued ranking in the top one-third of community colleges in Mississippi.

- **Assessment Results 2015-2016:** The MCCB FY 2016 Comparison of Revenue by Source and Expenditures by Program and by Object Report reveals that the average faculty salary for Pearl River Community College during FY 2016 was $58,975, the state's highest average faculty salary for the community college system.

    Source of Documentation: Vice President for Business and Administrative Services

    Use of Assessment Results: To determine salary position of institution in comparison to all other community colleges within the state.

- **Assessment Results 2016-2017:** The FY 2017 MCCB Comparison of Revenue by Source and Expenditure by Program and by Object Report indicates that Pearl River Community College is now ranked as the second highest average faculty salary in the state's community college system with an average salary figure of $58,529.

    Source of Documentation: Vice President for College Operations

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

Internal Performance Indicator 2

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

- **Assessment Results 2014-2015:**
  Fall 2014: There were 800 classes with three (3) or more credit hours (no virtual) offered in Fall 2014 as follows: 526 academic classes; 212 technical classes; 62 career classes. For the academic classes, 438 (83.3%) were taught by full-time instructors; 212 (100%) of technical classes were taught by full-time instructors, and 59 (95.2%) of career courses were taught by full-time instructors. Eighty-nine percent (89%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

  Poplarville (Main Campus) offered 488 classes with three (3) or more credit hours in Fall 2014 as follows: 309 academic classes; 136 technical classes, and 43 career classes. For academic classes, 269 (87.1%) were taught by full-time instructors. For technical classes, 136 (100%) were taught by full-time instructors. One hundred percent (100%) of the forty-three (43) career classes were taught by full-time instructors. Overall, 92 percent (92%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

  The Forrest County Center offered 263 classes with three (3) or more credit hours as follows: 177 academic classes; 72 technical classes; 18 career classes. For academic classes, 139 (78.5%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, fifteen (15) (83.3%) were taught by full-time instructors. Overall, 84.4% of classes offered at the Forrest County Center in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

  The Hancock Center offered 49 classes with three (3) or more credit hours as follows: 42 academic classes; six (6) technical: one (1) Career. For academic classes, 32 (76.2%) were taught by full-time instructors. One hundred percent (100%) of the nine technical classes were taught by full-time instructors. The one (1) career class was taught by a full-time instructor. Overall 79.6 percent (79.6%) of classes offered at the Hancock Center in Fall 2014 with three (3) or more credit hours was taught by full-time instructors.

  Spring 2015: There were 721 classes with three (3) or more credit hours (no virtual) offered in Spring 2015 as follows: 455 academic classes; 222 technical classes; 44 career classes. For the academic classes, 390 (85.7%) were taught by full-time instructors; 221 (99.5%) of technical classes were taught by full-time instructors, and 42 (95.5%) of career courses were taught by full-time instructors. Ninety percent (90%) of classes in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

  Poplarville (Main Campus) offered 442 classes with three (3) or more credit hours in Spring 2015 as follows: 254 academic classes; 150 technical classes, and 38 career classes. For academic classes, 223 (87.8%) were taught by full-time instructors. For technical classes, 149 (99.3%) were taught by full-time instructors. One hundred percent (100%) of the forty-three (38) career classes were taught by full-time instructors. Overall, 96 percent (96%) of classes in Spring 2015 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

  The Forrest County Center offered 244 classes with three (3) or more credit hours as follows: 169 academic classes; 69 technical classes; 6 career classes. For academic classes, 139 (82.2%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 83% of classes offered at the Forrest County Center in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

  The Hancock Center offered 35 classes with three (3) or more credit hours as follows: 32 academic classes and three (3) technical. For academic classes, 28 (87.5%) were taught by full-time instructors. One hundred percent (100%) of the three technical classes were taught by full-time

instructors. Overall 93.8 percent (93.8%) of classes offered at the Hancock Center in Spring 2015 with three (3) or more credit hours was taught by full-time instructors.

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

> **Use of Assessment Results:** The number of full time instructors teaching traditional classes has been consistent and above the target criteria for the last three years. The College Administration will continue to strive to improve the number of full time instructors.

- **Assessment Results 2015-2016:**

<u>Fall 2015:</u> There were 921 classes with three (3) or more credit hours (no virtual) offered in Fall 2015 as follows: 594 academic classes; 270 technical classes; 57 career classes. For the academic classes, 406 (68.3%) were taught by full-time instructors; 270(100%) of technical classes were taught by full-time instructors, and 44 (77.1%) of career courses were taught by full-time instructors. Eighty-one percent (81.8%) of classes in Fall 2015 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 564 classes with three (3) or more credit hours in Fall 2015 as follows: 342 academic classes; 177 technical classes, and 45 career classes. For academic classes, 245 (71.6%) were taught by full-time instructors. For technical classes, 152 (85.9%) were taught by full-time instructors. For career classes, 35 (77.8%) were taught by full-time instructors. Overall, 78.4 percent (78.4%) of classes in Fall 2015 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 296 classes with three (3) or more credit hours as follows: 206 academic classes; 79 technical classes; 11 career classes. For academic classes,133 (64.6%) were taught by full-time instructors. For technical classes, 73 (92.4%) were taught by full-time instructors. For career classes, 9 (81.8%) were taught by full-time instructors. Overall, 79.6% of classes offered at the Forrest County Center in Fall 2015 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 61 classes with three (3) or more credit hours as follows: 46 academic classes; 14 technical: 1 Career. For academic classes, 28 (60.9%) were taught by full-time instructors. For technical classes, 6 (42.8%) were taught by full-time instructors. The one (1) career class was taught by a full-time instructor. Overall 67.9 percent (67.9%) of classes offered at the Hancock Center in Fall 2015 with three (3) or more credit hours was taught by full-time instructors.

<u>Spring 2016:</u> There were 882 classes with three (3) or more credit hours (no virtual) offered in Spring 2016 as follows: 551 academic classes; 284 technical classes; 47 career classes. For the academic classes, 396 (71.8%) were taught by full-time instructors; 220 (77.5%) of technical classes were taught by full-time instructors, and 35 (74.5%) of career courses were taught by full-time instructors. Seventy-five (75%) of classes in Spring 2016 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 550 classes with three (3) or more credit hours in Spring 2016 as follows: 307 academic classes; 202 technical classes, and 41 career classes. For academic classes, 240 (78.2%) were taught by full-time instructors. For technical classes, 143 (70.8%) were taught by full-time instructors. For career classes, 31 (75.6%) were taught by full-time instructors. Overall, seventy-five (75%) of classes in Spring 2016 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 281 classes with three (3) or more credit hours as follows: 203 academic classes; 72 technical classes; 6 career classes. For academic classes, 133 (65.5%) were taught by full-time instructors. For technical classes, 70 (97.2%) were taught by full-time instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 76.4%

of classes offered at the Forrest County Center in Spring 2016 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 51 classes with three (3) or more credit hours as follows: 41 academic classes and 10 technical. For academic classes, 23 (56%) were taught by full-time instructors. For technical classes, 7 (70%) were taught by full-time instructors. Overall 63% of classes offered at the Hancock Center in Spring 2016 with three (3) or more credit hours was taught by full-time instructors.

Source of Documentation: Office of Information Technology

> **Use of Assessment Results:** Because of differences in the amount of full time faculty reported for 2015-2016, it is suspected that individuals are coded incorrectly in Banner. The process of coding individuals in Banner is being explored so that reporting can be more accurate and consistent.

- **Assessment Results 2016-2017:**
Fall 2016: There were 921 classes with three (3) or more credit hours (no virtual) offered in Fall 2016 as follows: 586 academic classes; 278 technical classes; 48 career classes. For the academic classes, 531 (90.6%) were taught by full-time instructors; 275(98.9%) of technical classes were taught by full-time instructors, and 42 (87.5%) of career courses were taught by full-time instructors. Ninety-two percent (92.5%) of classes in Fall 2016 with three (3) or more credit hours were taught by full-time instructors.

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

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

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

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

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

eighty (850%) of classes in Spring 2017 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

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

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

Source of Documentation: Office of Information Technology

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

Internal Performance Indicator 3

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

- **Assessment Results 2014-2015:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

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

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

- **Assessment Results 2015-2016:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

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

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

- **Assessment Results 2016-2017:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

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

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

Internal Performance Indicator 4

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

- **Assessment Results 2014-2015:** Attendance records indicate that at least ninety-one percent (91%) of PRCC faculty and professional staff attended the August 11, 2014, professional development sessions.

  Source of Documentation: Office of Planning and Institutional Research

    Use of Assessment Results: Evaluations of the sessions indicated a satisfaction level of 90% with the format and programming.

- **Assessment Results 2015-2016:** Attendance records indicate that at least ninety-three (93%) of PRCC faculty and professional staff attending the Professional Development Sessions on Monday, August 10, 2015

  Source of Documentation: Office of Planning and Institutional Research

    Use of Assessment Results: Evaluations of the session indicated that the format of the program was favorable by those who attended. The Professional Development committee will meet to review the evaluations and to use those when planning future events.

- **Assessment Results 2016-2017:** Attendance records indicate that at least ninety-six percent (96%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 8, 2016.

  Source of Documentation: Office of Planning and Institutional Research

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

Internal Performance Indicator 5

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

- **Assessment Results 2014-2015:** Records indicate that 100 percent of faculty and 100 percent of professional staff participated in professional development activities in addition to the annual PRCC orientation/professional development sessions provided in August.

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

> **Use of Assessment Results:** There are a variety of internal opportunities for professional development across campuses. Administrators and supervisors continue to encourage participation in professional development sessions offered internally and participation in off-campus opportunities such as conferences and workshops. Additionally, e-learning opportunities are available for all faculty and the number and variety of faculty/staff sharing sessions, brown-bag sessions, and "faculteas" will be increased.

- **Assessment Results 2015-2016:** In addition to the required Professional Development Sessions held in August, one hundred percent of faculty and one hundred percent of professional staff participated in professional development activities throughout the year.

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

  > **Use of Assessment Results:** Faculty and staff are invited to attend various Lunch and Learn sessions each year as well as departmental brown bag sessions. Faculty members and staff who attend professional conferences will be asked to make presentations to share new educational trends with all faculty and staff. These sessions are well liked by faculty and staff.

- **Assessment Results 2016-2017:** Records indicate that 100 percent of faculty and 100 percent of professional staff participated in professional development activities in addition to the annual PRCC orientation/professional development sessions provided in August.

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

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

Internal Performance Indicator 6

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

- **Assessment Results 2014-2015:** According to records, 92.59% of support staff who were expected to attend the 2014 Fall Semester staff development activities were in attendance. As previously indicated, the Police Department and Physical Plant also participate in additional training specifically tailored to their job responsibilities.

  Source of Documentation: Office of Planning and Institutional Research

  > **Use of Assessment Results:** In an effort to increase communication across campus, it has been decided to have support staff sessions mirror as much as possible the information provided at the August orientation for faculty and professional staff. Additionally, faculty/staff sharing sessions are open to support staff and the Association of Education Office Personnel (AEOP) provide select training opportunities throughout the year.

- **Assessment Results 2015-2016:** Attendance records indicate that 84% of support staff who were expected to attend the 2015 fall semester staff development activities were in attendance. Employees in the Police Department and Physical Plant participate in additional training specific to their area.

  Source of Documentation: Office of Planning and Institutional Research

Use of Assessment Results: More opportunities for professional development are being offered to support staff. Many attend departmental brown bag sessions. Ellucian offers a variety of topics tailored to the needs of all staff, including those in support positions.

- **Assessment Results 2016-2017:** Attendance records indicate that 96% of support staff expected to attend the 2016 fall semester staff development activities were in attendance.

  Source of Documentation: Office of Planning and Institutional Research

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

Internal Performance Indicator 7

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

- **Assessment Results 2014-2015:** The institution was able to provide a 2.00% across the board salary increase for all employees in the FY 2015 budget. Due to the limited funding available, the institution was not able to realize the established target of 3.00% in salary increases.

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

  Use of Assessment Results: Although the College was unable to realize the targeted 3.00% increase due to the lack of sufficient funding, the FY 2015 budget does include a 2.00% salary increase for all faculty and staff.

- **Assessment Results 2015-2016:** Due to significant budget constraints, the institution was unable to provide salary increases for FY 2017. The College was able to provide for a 2.00% salary increase for all employees within the FY 2016.

  Source of Documentation: Vice President for Business and Administrative Services

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

- **Assessment Results 2016-2017:** Multiple mid-year FY 2017 state funding cuts, in addition to substantial state funding cuts for FY 2018, have disabled the College from providing its employees with salary increases for FY 2017 or FY 2018.

  Source of Documentation: Vice President for Business & Administrative Services

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

Internal Performance Indicator 8

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

- **Assessment Results 2014-2015:** Eighty-seven percent of online instructors participated in the annual professional development training during the spring semester.

Source of Documentation: The Office of eLearning provided a face-to-face session and one online session in order to accommodate the varied schedules. A roster is used to document those who participated.

> **Use of Assessment Results:** Although there was not 100% participation, we were able to send the online session recording to those that were unable to participate during the scheduled sessions. We will continue to encourage the online instructors to participate during the scheduled professional development training session.

- **Assessment Results 2015-2016:** Eighty-six percent of online instructors participated in the annual professional development training during the spring semester.

Source of Documentation: The Office of eLearning provided a face-to-face session and one online session in order to accommodate the varied schedules. A sign-in sheet and roster are used to document those who participated.

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

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

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

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

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

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Commitment Statement:

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

Internal Performance Indicator 1

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

- **Assessment Results 2014-2015:** The Campus Climate Survey was administered in Fall 2014 Semester with an 81 percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
78%	73%	83%	81%

  Source of Documentation: Office of Vice President for Poplarville Campus and Hancock Center.

  Use of Assessment Results: For the 2015-2016 year, the Admissions Office will focus on the "student first" platform: phones have dedicated person to answer calls, phone requests answered immediately, letters are mailed to potential students timely notifying of admissions status, students are notified of the next step of the registration process. The "student first" platform will be shared with other student service areas to help make improvements as well.

- **Assessment Results 2015-2016:** The Campus Climate Survey was administered in Fall 2015 Semester with a 95% percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
95%	97%	95%	95%

  Source of Documentation: Office of Vice President for Poplarville Campus and Hancock Center.

  Use of Assessment Results: The Focus Group Committee met to discuss all aspects of the Campus Climate survey. The committee discussed raising the level of expectation higher than 70 percent since all items on the survey have surpassed the 70 percent mark.

- **Assessment Results 2016-2017:** The Campus Climate Survey was administered in Fall 2016 Semester with a 95% percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
95%	93%	95%	95%

Source of Documentation: Office of Vice President for Poplarville Campus and Hancock Center.

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

Internal Performance Indicator 2

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

- **Assessment Results 2014-2015:** These projects have been completed during the 2014-2015 school year:
  A. New Master Plan for the Poplarville Campus was completed.
  B. New HVAC systems for the Library and the Wellness Center are under construction.
  C. Pre-planning for the New Science Building on the Poplarville Campus has been completed and submitted to the State Bureau of Building Real Property.
  D. Forrest County Center Counseling Center has been re-located into newly renovated space.
  E. A grant ($314,000) from the Mississippi Department of Transportation has been received to develop a pedestrian courtyard for the Forrest County Center.
  F. Marvin White Coliseum was completed.
  G. Renovation of President's Office Conference Room
  H. Lighting project for parking area behind River Village

  Source of Documentation: Buildings and Grounds Committee Minutes & Board Minutes

  Use of Assessment Results: To continually update the learning environment and to improve the general aesthetics of the campuses.

- **Assessment Results 2015-2016:** These projects have been completed during the 2015-2016 school year:
  A. Johnston Hall chiller replaced.
  B. Softball Fieldhouse completed.
  C. Wellness Center equipment upgrade completed.
  D. New Master Plan for the Poplarville Campus completed.
  E. New Counseling Center facilities for the Forrest County Center Completed.
  F. MDOT Grant for the creation of a pedestrians common for the Forrest County Center secured.
  G. Pedestrians Commons completed for the Poplarville Campus.

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

  Use of Assessment Results: To continually upgrade facilities and to constantly improve the learning environment.

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

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

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

Hancock Center
A. New Biology Lab installed.
B. The Site Selection Committee for the purchase of land for the new Hancock Center campus has begun its work.

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

Use of Assessment Results: To continually upgrade facilities and to constantly improve the learning environment.

Internal Performance Indicator 3

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

- **Assessment Results 2014-2015:** The Pearl River Community College Information Technology Department began a period of transition in Fall 2014. This transition has involved a careful analysis of the current IT infrastructure, purchasing processes, personnel, and the Student Information System, Banner. A detailed report of this analysis was prepared by the new IT team and included current status as well as prioritized recommendations that were shared with upper level administration who evaluated the report making decisions about the phases of implementation. This process will involve continuous monitoring and evaluation of all IT related processes. In addition, a new Technology Strategic Plan will be created in collaboration with the IT Governance Committee and the IT personnel.
Source of Documentation: Office of the Vice President for General Education and Technology Services

  Use of Assessment Results: Funding is being sought in order to begin implementation of the recommendations that were part of the final report of the overall IT situation. This funding along with the new Technology Strategic Plan will guide Pearl River through future technology upgrades to include Banner (SIS), wireless, networking, and Instructional Technology needs.

- **Assessment Results 2015-2016:**
During fiscal year 2016, with the assistance of the college president and the state Bureau of Building, the process of acquiring bond money for the purpose of addressing the initial projects in the report provided by Information Technology was begun. While confirmation of the funding was received during the 2016 fiscal year, the money is not available until fiscal year 2017. During fiscal year 2016, analysis of college business processes was conducted in financial aid and admissions.

Source of Documentation: Office of the Vice President for General Education and Technology Services and the Office of the Chief Information Officer.

Use of Assessment Results: During fiscal year 2017, the bond monies will be used to acquire the items needed to stabilize the platform for Banner, the Student Information System. In addition, plans are underway to purchase Degree Works which will provide a more robust system for advisement that integrates with Banner. During the implementation of Degree Works (which will not happen until FY18), the PRCC student application is being restructured along with the organization for identifying the CIP, Major, and Program codes in Banner. Analysis of business processes throughout the college will continue and consultants will visit the various college offices to begin helping the offices implement changes that resulted from the analyses.

- **Assessment Results 2016-2017:**
The Office of Information Technology implemented new services on the campus to address the technology needs of the institution. A new server environment using Cisco UCS, EMC Unity and VMware was completed that provides a robust system to address not only the current needs but positions the college for future growth needs. The campus network has also undergone a major upgrade. OIT began upgrading or replacing the wireless infrastructure on the College's campuses to provide faculty, staff, and students increased access to campus resources. During the FY17, OIT had completed the procurement process and was awaiting the arrival of the new equipment to be used in upgrading the campus wired and wireless network infrastructure. This equipment also includes upgrades to the two remote campus in Hattiesburg and the campus in Waveland. These upgrades lay the groundwork for increasing the bandwidth between the remote campuses and the main campus in Poplarville.

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

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

Internal Performance Indicator 4

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

- **Assessment Results 2014-2015:**

Total Foundation Cash and Investments: <u>06/30/2015</u>   <u>06/30/2014</u>   <u>(+ or -)</u>
                                        $5,852,936.79 $5,720,993.25   +131,943.54

Total Annual Fund (Unrestricted) cash and pledges for foundation operating purposes raised in fiscal year 2014-2015 is $64,315.00. This is an $8,866.00 increase over the previous fiscal year.

Foundation Scholarships funded during 2014-2015 fiscal year:

<u>Fiscal Year 2014-2015</u>	<u>Fiscal Year 2013-2014</u>	<u>(+ or -)</u>
345 Scholarships totaling	307 Scholarships totaling	+38 Scholarships
$281,275.42	$242,744.59	+$38,530.83

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

> **Use of Assessment Results:** Scholarship increases over this past fiscal year of the foundation are due to several major contributors to the scholarship program. Those include funds from such sources as the South Mississippi Planning and Development District as well as the Asbury Foundation and the EPA Gulf of Mexico Project. The results have fostered the development of a separate Foundation Board Committee whose charge is to identify and solicit support for new foundation scholarships.

- **Assessment Results 2015-2016:**

Total Foundation Cash and Investments:

06/30/2016	06/30/2015	(+ or -)
$5,878,000.08	$5,852,936.79	+$25,063.29

Total Annual Fund (Unrestricted) cash and pledges for foundation operating purposes raised in fiscal year 2015-2016 is $64,701.00. This is a $386.00 increase over the previous fiscal year.

Foundation Scholarships funded during 2015-2016 fiscal year:

Fiscal Year 2015-2016	Fiscal Year 2014-2015	(+ or -)
387 Scholarships Totaling	345 Scholarships Totaling	+32 Scholarships
$295,121.34	$281,275.42	+$13,845.92

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

> **Use of Assessment Results**:   Scholarship increases over this past fiscal year of the foundation are due primarily to the establishment of new scholarships by individual donors. We have also had an increase through foundations such as St. Michael's Foundation. The Foundation Board of Directors has an identified scholarship committee who is increasing efforts to grow the scholarship program.

- **Assessment Results 2016-2017:**

Total Foundation Cash and Investments:

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

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

Foundation Scholarships funded during 2016-2017 fiscal year:

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

> **Source and Documentation:** The Foundation Annual Audit which is performed by Angela

Herzog's CPA Firm and the minutes of the Development Foundation Board of Directors Meetings which are held six times annually serve as the source of documentation.

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

Internal Performance Indicator 5

In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.
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- **Assessment Results 2014-2015:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.

  o Women's Health Symposium
  o Silver Sneakers Program for Senior Citizens
  o Blue Cross & Blue Shield (BCBS) Discount Program
  o Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation,
  o Kung Fu, Fitness Walking and Running, Spinning,
  o Food Drives
  o Toy Drive
  o Pre/Post Fitness Assessments for Wellness Center Members
  o Incentive Programs
  o American Heart Association Heart Walk
  o Stress Management at your desk
  o Food Donations for Brother's Keeper
  o Turkey Trot
  o 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
  o Think Pink Day to raise money for cancer research/Partnership with ADN Department
  o First Aid and CPR Instructor Trainer Course
  o Hosted Motivating Mississippi Keys to Living Healthy

Source of Documentation: Office of Director of Wellness Center

Use of Assessment Results:

Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State It was determined that there is a need to extend the hours and days that the Wellness Center is open each week. Plans have been made to extend the hours and days starting Fall 2014
It was determined that there is a need for shade trees around the new outdoor walking track for the safety of our participants
It was determined that additional fit stations, benches, and trash cans were needed around the outdoor walking track

It was determined that additional security cameras were needed inside and outside the Wellness Center. We have received quotes to install additional security cameras. We plan to have additional security cameras in place by next year

It was determined that we will implement a healthy "Wildcat Wellness Initiative" to improve the culture of health and wellness on campus that will extend into the community. A grant will be submitted to the Blue Cross and Blue Shield of Mississippi Foundation to help us implement this initiative that will include a summer camp for kids ages 6-8 and 9-11, outdoor exercise equipment, a bike program, low ropes course, healthy vending machine policy, healthy cooking demonstrations, and fun run/walks on campus and in the community.

Completed: Results

Complete: We are now staying open two hours later Monday-Friday and are opening the center for 3 hours on Sunday afternoon

Complete: Shade trees have been planted

Complete: Additional fit stations, benches, and trash cans have also been installed around the outdoor walking track

Not Complete: We are still working on additional security cameras

Not Complete: "Wildcat Wellness Initiative" Blue Cross and Blue Shield of Mississippi Foundation Grant

- **Assessment Results 2015-2016:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.

  - Women's Health Symposium
  - Silver Sneakers Program for Senior Citizens
  - Blue Cross & Blue Shield (BCBS) Discount Program
  - Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking/Running, Spinning, and Tabata
  - Food Drives
  - Toy Drive
  - Pre/Post Fitness Assessments for Wellness Center Members
  - Incentive Programs
  - American Heart Association Heart Walk
  - Stress Management/Movement on the Ball at your desk
  - Food Donations for Brother's Keeper
  - Turkey Trot
  - 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
  - Think Pink Day to raise money for cancer research/Partnership with ADN Department
  - First Aid and CPR Instructor Trainer Course
  - Hosted Motivating Mississippi Keys to Living Healthy
  - Help with "Strides Against Breast Cancer Walk" at the Pearl River County Hospital
  - Held the first annual "Wildcat Wellness Obstacle Course Run" on campus
  - Opened the new "Wildcat Wellness Low Ropes Course" to the community
  - Held "Wildcat Wellness Healthy Cooking Demonstration"
  - Held the first annual "Wildcat Wellness Go Cub Wild Kids Camp"
  - Installed new outdoor exercise equipment as part of the Wildcat Wellness Initiative for everyone to use
  - Helped to implement the "Get Ready to Run!" program in the k-5 grade as part of the Wildcat Wellness Initiative.
  - A healthy vending machine policy is now in place as part of the Wildcat Wellness Initiative
  - Fun Run/Walks are offered each semester

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

Source of Documentation: Office of Director of Wellness Center

Use of Assessment Results: Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State. Members would like additional spin classes added. Based on assessment results it was determined that we need to continue offering our current hours and days that the Wellness Center is open each week. It was determined that additional security cameras were needed inside and outside the Wellness Center. We have received quotes to install additional security cameras. We are still working on installing additional security cameras in the Wellness Center. It was determined that we will implement a healthy "Wildcat Wellness Initiative" to improve the culture of health and wellness on campus that will extend into the community. A grant will be submitted to the Blue Cross and Blue Shield of Mississippi Foundation to help us implement this initiative that will include a summer camp for kids ages 6-8 and 9-11, outdoor exercise equipment, a bike program, low ropes course, healthy vending machine policy, healthy cooking demonstrations, and fun run/walks on campus and in the community. It was determined that we should submit another grant to the Blue Cross and Blue Shield of Mississippi Foundation to help continue the "Wildcat Wellness Initiative and to extend this initiative to our Forrest County Campus.

Completed: Results

Not Complete: Plans are being made to additional spin classes in the future

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

Not Complete: Additional security cameras are being planned for.

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

- **Assessment Results 2016-2017:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.
    o Women's Health Symposium
    o Silver Sneakers Program for Senior Citizens
    o Blue Cross & Blue Shield (BCBS) Discount Program
    o Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking/Running, Spinning, and Tabata
    o Food Drives
    o Toy Drive
    o Pre/Post Fitness Assessments for Wellness Center Members
    o Incentive Programs
    o Stress Management/Movement on the Ball at your desk
    o Food Donations for Brother's Keeper
    o 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
    o Think Pink Day to raise money for cancer research/Partnership with ADN Department
    o First Aid and CPR Instructor Trainer Course
    o Hosted Motivating Mississippi Keys to Living Healthy
    o Help with "Paint the Town Pink" at the Pearl River County Hospital

- 5K "Paint the Town Pink"/Partnership with the Rotary Club of Poplarville & Pearl River County Hospital to help individuals fighting breast cancer
- "Wildcat Wellness Obstacle Course Run" on campus
- "Wildcat Wellness Low Ropes Course" available to the community and students
- "Wildcat Wellness Healthy Cooking Demonstration" continue each semester
- Held the second annual "Wildcat Wellness Go Cub Wild Kids Camp"
- Outdoor exercise equipment available to everyone as part of the Wildcat Wellness Initiative
- Helped to implement the "Get Ready to Run!" program in the k-3 grade as part of the Wildcat Wellness Initiative.
- Fun Run/Walks are offered each semester

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

Source of Documentation: Office of Director of Wellness Center

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

Completed: Results

Complete: Additional spin classes have been added
Complete: Current hours and days of operation will continue in the Wellness Center
Not Complete: Add additional security cameras
Complete: "Wildcat Wellness Initiative" Blue Cross and Blue Shield of Mississippi Foundation Grant was received and implemented. The Wildcat Wellness Initiative will continue.
Not Complete: Safe bike lane will be installed this semester

Internal Performance Indicator 6

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

- **Assessment Results 2016-2017:**
Fall 2016

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

- 94% (goal of 70%) of students enrolled in LLS 1313 in the Fall 2016 semester were able to identify campus resources with at least 70% accuracy.
- 84% (goals of 60%) of students enrolled in LLS 1313 in the Fall 2016 semester utilized at least one campus resource during the semester and completed a journal assignment about the experience.

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

Spring 2017

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

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

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

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

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

Commitment Statement:

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

Internal Performance Indicator 1

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

- **Assessment Results 2014-2015:** The Drawl newspaper, published three times each during the 2014 fall semester and 2015 spring semester, included an upcoming calendar of events for all campuses. The Drawl is posted on the PRCC website, as well as the school's Facebook page. The Office of Public Relations distributes the River Rewards calendar report weekly to all faculty, staff, and students through email and PRCC social mediate sites. A current calendar of events appears on the front page of the school website. The Riverside publication, which includes a calendar of events, is mailed to students and alumni during the fall semester. A Twitter feed has been established providing information about athletic events and all student activities. A flyer of events is continually distributed to all student housing units. The PRCC Facebook account is updated daily.

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

  Use of Assessment Results: Plans are made to continue expanded distribution of the master calendar for the year to all on-campus students. One way it is planned to do that is to continue posting the River Reminders report on Facebook and email, as well as expanding to other social media sites (Instagram, Twitter, etc.). The college will continue putting news releases (printed, photographs, etc.) relative to students and faculty on Facebook. A 12-month calendar of all campus events (sports schedules, banquets, school breaks, holidays, final exams) is passed out to all students at the first of the school year in August. A brochure has been planned to promote the upcoming Brownstone Center activities. Encouragement needs to be given to all faculty members and students to utilize campus email accounts and PRCC's Facebook page to check for announcements.

- **Assessment Results 2015-2016:** The Drawl newspaper, published three times each during the 2015 fall semester and 2016 spring semester, included an upcoming calendar of events for all campuses. The Drawl is posted on the PRCC website, as well as the school's Facebook page. The Office of Public Relations distributes the River Rewards calendar report weekly to all faculty, staff, and students through email and PRCC social mediate sites. A current calendar of events appears on the front page of the school website. The Riverside publication, which includes a calendar of events, is mailed to students and alumni during the fall semester. A Twitter feed has been established providing information about athletic events and all student activities. A flyer of events is continually distributed to all student housing units. The PRCC Facebook account is updated daily.

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

  Use of Assessment Results:

Plans are made to continue expanded distribution of the master calendar for the year to all on-campus students. To do so, the Office of Public Relations will continue posting the River Reminders report on Facebook and email, as well as expanding to other social media sites (Instagram, Twitter, etc.). The office will continue putting news releases (printed, photographs, etc.) relative to students and faculty on Facebook. Thanks to the work of the new social media coordinator, PRCC has a larger presence on Instagram as well. The video streaming of all sports home games has also given the college a chance to promote upcoming activities on all campuses.

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

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

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

Internal Performance Indicator 2
Planning documents for the College will be made available to the community by means of an updated website and various other methods.

- **Assessment Results 2014-2015:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. Cards with the Mission Statement and Strategic Goals were made available to College personnel and others.

  Source of Documentation: Office of Planning and Institutional Research

  Use of Assessment Results: Individual cards were given out to all faculty and staff during the Fall Professional Development Session. Plans were made to share location of documents with faculty and staff during professional development.

- **Assessment Results 2015-2016:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. The assessment cycle is shared with all faculty and staff through the Institutional Research newsletter that is published each semester.

  Source of Documentation: Office of Planning and Institutional Research

> **Use of Assessment Results:** Plans were made to share information regarding the location of these documents with all department and program chairs and for continuing to use the Institutional Research newsletter as one of method of communication to all faculty regarding the assessment process for the college.

- **Assessment Results 2016-2017:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. The assessment cycle is shared with all faculty and staff through the Institutional Research newsletter that is published each semester.

  Source of Documentation: Office of Planning and Institutional Research

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

Internal Performance Indicator 3

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

- **Assessment Results 2014-2015:** Faculty from all locations met on the Poplarville campus on August 11, 2014. Topics discussed included national trends regarding technology in education, along with a panel discussion on safety and legal issues in the classroom. Departmental meetings were also conducted at the Poplarville Campus/Hancock Center and at the Forrest County Center during the semester, and a variety of topics were discussed which included ebooks, assessment cycles, and various tools for the classroom.

  Source of Documentation: The information is on file in the offices of the Vice President for Planning and Research, the Vice President for General Education and Technology Services, the Director of Poplarville Career and Technical Education Programs and the Vice President for Forrest County Operations.

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

- **Assessment Results 2015-2016:** Faculty and professional staff from all campuses met on August 10, 2015, at the Poplarville campus with at least ninety-three percent (93%) of PRCC faculty and professional staff in attendance. Topics included a keynote presentation by Dr. Joseph Silver "SACSCOC is Everybody's Business". The Quality Enhancement Plan was promoted in preparation for the upcoming SACSCOC visit. Departmental meetings were conducted at the Poplarville Campus for Poplarville/Hancock Center faculty and at the Forrest County Center. Topics discussed included, but were not limited to, student learning assessment, national trends such as the Violence Against Women Act, and campus updates.

  Source of Documentation: Office of Planning and Institutional Research

  > **Use of Assessment Results:** Evaluations of the sessions indicated a satisfaction level of 97% with the format and programming.

- **Assessment Results 2016-2017:**

Faculty and professional staff from all campuses met on August 8, 2016, at the Poplarville campus with at least ninety-six percent (96%) of PRCC faculty and professional staff in attendance. Topics included a keynote presentation by Dr. Andrea Mayfield, entitled "Strengthening Mississippi: Vison and the Community College System." Also, Dr. Casey Turnage and Ms. Audra Kimble presented updates regarding Complete College America. Dr. Robert Sherfield presented pedagogical lecture on "Creating an atmosphere of success." Departmental meetings were conducted at the Poplarville Campus for Poplarville/Hancock Center faculty and at the Forrest County Center. Topics discussed included, but were not limited to, student learning assessment, course content and curriculum and employee expectations for the year.

Source of Documentation: Office of Institutional Planning and Research

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

Internal Performance Indicator 4

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

- **Assessment Results 2014-2015:**

Department of Business and Commerce Technology – POP	August 12, 2014 September 19, 2014	December 2, 2014	January 7, 2015	May 4, 2015
Department of Construction and Transportation – POP	August 11, 2014	August 12, 2014	January 7, 2015 March 23, 2015	May 3, 2015
Department of Dental Hygiene/Dental Assisting Technology – FCC	August 11, 2014 August 12, 2014 August 26, 2014 September 30, 2014	October 28, 2014 November 18, 2014 December 9, 2014	January 29, 2015	March 26, 2015
Department of Family and Consumer Sciences – POP	August 18, 2014 September 29, 2014	December 3, 2014	January 28, 2015	March, 5, 2015
Department of Fine Arts and Communication	August 13, 2014	December 8, 2014	January 6, 2015	May 5, 2015
Department of Health, Physical Education, and Recreation	September 9, 2014 September 23, 2014	October 7, 2014 November 4, 2014	January 26, 2015	April 21, 2015 May 1, 2015
Department of Humanities and Social Sciences – POP	August 13, 2014	December 3, 2014	January 6, 2015 March 20, 2015	May 4, 2015

Department of Humanities – FCC	August 13, 2014	December 3, 2014	March 3, 2015	March 17, 2015
Department of Social Sciences – FCC	August 14, 2014	October 30, 2014	March 3, 2015	March 17, 2015
Department of Industrial Technology – POP	August 13, 2014	December 2, 2014	January 6, 2015	May 5, 2015
Department of Medical Lab Technology – FCC	August 12, 2014 August 13, 2014 September 8, 2014 September 25, 2014	October 13, 2014 November 10, 2014 November 11, 2014 December 3, 2014 December 8, 2014	January 15, 2015 February 3, 2015 February 24, 2015	March 16, 2015 April 6, 2015 May 4, 2015
Department of Medical Radiologic Technology – FCC	August 13, 2014	August 14, 2014	January 6, 2015	April 3, 2015
Department of Nursing Education – POP	August 13, 2014 September 22, 2014	October 27, 2014 December 1, 2014	January 26, 2015 February 23, 2015	March 23, 2015 April 29, 2015 May 13, 2015
Department of Occupational Therapy Assistant Technology – FCC	July 30, 2014	August 14, 2014	January 30, 2015	March 2, 2015
Department of Occupational Training Technology – FCC	August 12, 2014	December 1, 2014	January 7, 2015	May 4, 2015
Department of Occupational Training Technology – POP	August 12, 2014	December 1, 2014	January 7, 2015	May 4, 2015
Department of Physical Therapist Assistant Technology – FCC	August 22, 2014	November 17, 2014	January 7, 2015	May 4, 2015
Department of Practical Nursing – FCC	August 12, 2014	October 24, 2014	April 16, 2014	*Chair retired midsemester
Department of Practical Nursing – POP	August 12, 2014	October 24, 2014	April 16, 2014	Chair retired midsemester

Department of Respiratory Care Technology – FCC	August 14, 2014	December 4, 2014	January 7, 2015	May 4, 2015
Department of Science, Mathematics, and Business – POP	August 13, 2014 September 22 – 24, 2014	November 3, 2014 November 18, 2014	January 15, 2015	March 17, 2015
Department of Mathematics and Business– FCC	August 13, 2014 October 6, 2014	November 17, 2014	January 7, 2015	April 9, 2015
Department of Science and Health – FCC	August 13, 2014	December 9, 2014	January 6, 2015	May 4, 2015
Department of Surgical Technology – FCC	August 13, 2014 August 14, 2014 September 16, 2014 September 30, 2014	October 7, 2014 October 10, 2014 November 14, 2014	January 23, 2015 January 28, 2015 February 5, 2015 February 9, 2015 February 20, 2015	April 9, 2015 April 10, 2015 April 13, 2015 April 14, 2015 May 1, 2015

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

Use of Assessment Results: Topics discussed included: policy changes, faculty responsibilities, lab equipment, professional development opportunities, student learning outcomes, schedules, Brownstone Center schedule of events, enrollment, implementation of the 30/45/60 curriculum, program accreditation, faculty hours, student critical thinking, fieldwork, advisory meeting, equipment maintenance, administrative duties, inventory, recruitment, 5-year fiscal plan, catalog revisions, student resources, graduation, recruitment high school visits, career technical conference, Dropbox, graduate exit interviews, Honor Society, pinning ceremonies, certification results, state and national accreditation, committee assignments, Brown Bag sessions, lab equipment, budget, Prep U, financial aid, building and equipment security, program mission, program philosophy, program goals, program admission, and CEUs.

- **Assessment Results 2015-2016:**

Department of Business and Commerce Technology – POP	8/11/2015	12/8/2015	1/13/2016	4/23/2016
Department of Construction and Transportation – POP	8/6/2015	12/1/2015	1/19/2016	5/3/2016
Department of Dental Hygiene/Dental Assisting Technology – FCC	9/25/2015	12/1/2015	3/3/2016	4/14/2016

Department of Family and Consumer Sciences – POP	8/11/2015	9/29/2015	12/3/2015	5/2016
Department of Fine Arts and Communication	8/12/2015	12/8/2015	3/30/2016	4/12/2016
Department of Health, Physical Education, and Recreation	9/28/2015	12/7/2015	1/7/2016	4/25/2016
Department of Humanities and Social Sciences – POP	8/12/2015	12/7/2015	1/13/2016	3/23/2016
Department of Humanities – FCC	8/13/2015	12/3/2015	1/5/2016	4/5/2016
Department of Social Sciences – FCC	8/13/2015	12/3/2015	1/5/2016	4/5/2016
Department of Industrial Technology – POP	9/15/2015 10/21/2015	11/13/2015	1/27/2016	4/21/2016
Department of Medical Lab Technology – FCC	8/4/2015 8/13/2015 9/2/2015 10/5/2015	11/10/2015 11/30/2015 12/3/2015	1/13/2016 1/18/2016 3/2/2016	3/21/2016 4/11/2016 5/2/2016
Department of Medical Radiologic Technology – FCC	8/11/2015	12/5/2015	1/4/2016	4/7/2016
Department of Nursing Education – POP	8/12/2015 9/18/2015	10/5/2015 10/26/2015 11/30/2015	1/25/2016 2/22/2016 3/28/2016	4/25/2016 5/9/2016
Department of Occupational Therapy Assistant Technology – FCC	11/16/2015	11/19/2015	4/11/2016	5/3/2016
Department of Occupational Training Technology – FCC	8/31/2015	11/30/2015	1/22/2016	4/28/2016
Department of Occupational Training Technology – POP	8/18/2015 9/24/2015	10/6/2015 12/1/2015	1/22/2016 3/24/2016	4/28/2016

Department of Physical Therapist Assistant Technology – FCC	8/11/2015	8/13/2015	2/10/2016	4/28/2016
Department of Practical Nursing – FCC	10/21/2015 10/23/2015	12/4/2015	1/5/2016	5/13/2016
Department of Practical Nursing – POP	8/12/2015 9/18/2015	10/5/2015 10/26/2015 11/30/2015	1/25/2016 2/22/2016 3/28/2016	4/25/2016 5/9/2016
Department of Respiratory Care Technology – FCC	8/13/2015	12/4/2015	1/4/2016	4/26/2016
Department of Science, Mathematics, and Business – POP	8/11/2015	10/29/2015	2/2016	3/29/2016
Department of Mathematics and Business– FCC	8/13/2015	11/30/2015	1/7/2016	5/3/2016
Department of Science and Health – FCC	8/12/2015	12/3/2015	1/13/2016 2/16/2016	4/7/2016 5/3/2016
Department of Surgical Technology – FCC	8/10/2015	8/14/2015	1/4/2016	2/19/2016

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

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

- **Assessment Results 2016-2017:**

Department of Business and Commerce Technology – POP	8/23/16	11/7/16	1/23/17	5/3/17

Department of Construction and Transportation – POP	8/15/16	12/1/16	1/25/17	4/26/17
Department of Dental Hygiene/Dental Assisting Technology – FCC	8/9/16 8/24/16 9/28/16	10/19/16 11/9/16 12/5/16	1/4/17 2/22/17 3/8/17	3/29/17 4/26/17 5/4/17
Department of Family and Consumer Sciences – POP	8/12/16	9/27/16 11/30/16	1/31/17	4/5/17
Department of Fine Arts and Communication	8/10/16	12/5/16	1/5/17	3/27/17
Department of Health, Physical Education, and Recreation	8/9/16 8/15/16	12/2/16	1/5/17 1/6/17	2/3/17 4/24/17
Department of Humanities and Social Sciences – POP	8/16/16	11/29/16	1/5/17	3/30/17
Department of Humanities – FCC	8/10/16	11/28/16	1/6/17	2/23/17
Department of Social Sciences – FCC	8/10/16	9/6/16	1/19/17	2/14/17
Department of Industrial Technology – POP	8/31/16 10/26/16	11/10/16	1/25/17	3/7/17
Department of Medical Lab Technology – FCC	9/22/16 10/24/16	11/15/16 12/9/16	1/5/17 2/8/17 2/22/17 3/8/17	3/22/17 4/3/17 4/24/17 5/1/17
Department of Medical Radiologic Technology – FCC	8/8/16	8/25/16	2/23/17	3/30/17
Department of Nursing Education – POP	8/10/16 8/31/16	9/26/16 11/7/16 11/28/16	1/18/17 2/22/17 3/27/17	4/28/17 5/10/17
Department of Occupational Therapy Assistant Technology – FCC	8/5/16	10/18/16	1/18/17	1/20/17

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

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

Use of Assessment Results: Topics discussed included: class numbers and supplies, QEP Orientation Class, ROAR, advisement, curriculum changes, CPAS Testing, policy changes, faculty responsibilities, lab equipment, professional development opportunities, student learning outcomes, schedules, Brownstone Center schedule of events, enrollment, program accreditation, faculty hours, advisory meeting, equipment maintenance, administrative duties, inventory, recruitment, catalog revisions, student resources, graduation, recruitment high school visits, career technical conference, Dropbox, graduate exit interviews, Honor Society, pinning ceremonies, certification results, state and national accreditation, committee assignments, Brown

Bag sessions, lab equipment, budget, financial aid, building and equipment security, program mission, program philosophy, program goals, and program admission.

Internal Performance Indicator 5

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

- **Assessment Results 2014-2015:** Meetings for support staff on the Poplarville and Hancock Campus were conducted on Friday, September 19, 2014, and the meeting for Forrest County Campus Support Staff was conducted on Friday, September 26, 2014. The keynote speaker for these sessions presented "Team Approach for Customer Service". Various campus updates were also provided at these meetings.

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

  Use of Assessment Results: Information concerning the upcoming SACSCOC and Quality Enhancement Plan (QEP) will be the focus for 2015-2016 support staff meeting. Additional opportunities for professional development (faculty/sharing sessions) of interest to all will be planned to offer throughout fall and spring semester.

- **Assessment Results 2015-2016:** Meetings for Poplarville and Hancock Support Staff were conducted on September 11, 2015, with the Forrest County Center meeting for Support Staff being conducted on September 25, 2015. Updates concerning SACSSCOC and the Quality Enhancement Plan were shared. Attendance records indicate that 84% of support staff who were expected to attend the 2015 fall semester staff development activities were in attendance.

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

  Use of Assessment Results: Information was shared concerning the SACSCOC and Quality Enhancement Plan upcoming visit during Fall 2015.

- **Assessment Results 2016-2017:** Meetings for the Poplarville and Hancock Support Staff were conducted on August 30, 2016, and the Forrest County Center meeting for Support Staff was conducted on September 9, 2016. Updates concerning the student/faculty portal Riverguide were discussed. An update from the Quality Enhancement Plan was presented, as well as an overview of campus safety and social media.

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

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

Internal Performance Indicator 6
The Alumni Association county chapters will provide information regarding level of funding, scholarship endowment funding, and alumni activities.

- **Assessment Results 2014-2015:**

6/30/2015 Hancock County	Marion/Jeff Davis Counties	Forrest/Lamar Counties	Pearl River County
$13,056.92	$33,212.06	$39,202.69	-0-
(+1,012.56)	(+4,531.25)	(+4,951.69)	-0-

  Source of Documentation: Results are documented in the minutes of the foundation board meetings. The annual foundation audit, and in the editions of the "Riverside" magazine which is

the college alumni publication. Other documentation is included in monthly alumni emails sent out by the college foundation staff.

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

- **Assessment Results 2015-2016:**

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

6/30/2016 Hancock County	Marion/Jeff Davis Counties	Forrest/Lamar Counties	Pearl River County
($12,835.49 Total)	($35,372.06 Total)	($36,317.47 Total)	-0-
($12,044.36 End.)	($30,381.06 End.)	($34,751.00 End.)	
($791.13 Schol)	($4,991.00 Schol.)	***($1,566.47 Schol.)**	
6/30/2015 $13,056.92	$33,212.06	$39,202.69	-0-

*This total of $1,566.47 does not include scholarship funding from Forrest/Lamar County that was received after June 30, 2016 (Fiscal Year End). The funding from the 6/30/2015 report for Forrest/Lamar County did include scholarship funds for the upcoming school year.

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

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

- **Assessment Results 2016-2017:**
    Status of Chapter Scholarship Endowments, plus current existing scholarship funds, and alumni activities:

6/30/17 Hancock County	Marion/Jeff Davis Counties	Forrest Lamar Counties
($12,888.29 Total)	($33,686.36 Total)	($39,633.06 Total)
($12,044.36 End.)	($31,248.86 End.)	($35,751.00 End.)
($843.93 Schol.)	($2,437.50 Schol.)	($3,382.06 Schol.)
6/30/16 $12,835.49 Total	$36,372.06 Total	($36,317.47 Total)

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

> **Use of Assessment Results:** The County Alumni Chapters continue to grow in support of scholarship funding for incoming students from their respective counties. The

foundation board encourages events and fundraising activities in support of these scholarship dollars.

Internal Performance Indicator 7

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

- **Assessment Results 2014-2015:** Numerous activities and special events were offered by the College to those living in this community college district during the 2014-2015. The following list includes some of these:
  o Zumbathon for Alzheimer's Awareness
  o "The Annie Moses Band, Rhapsody in Bluegrass: The Art of American Music"
  o MS Court of Appeals, Judge Gene Fair
  o PRCC Honors Institute Guest Lecturer, John Quinones
  o "Alexander and the Terrible, Horrible, No good, Very Bad Day"
  o PRCC Band and Chorus Patriotic Concert
  o FCA Guest Speaker, Bobby Bowden
  o Fall Choral Concert
  o USM Trombone Choir Concert
  o "Holiday Pops at the River"
  o "The Nutcracker"
  o Veteran's Day Program
  o American Heart Association Heart Walk
  o Silver Sneakers Program for Senior Citizens
  o Exercise Classes
  o Wellness Center Pre/Post Fitness Assessments
  o Stress Management at your Desk
  o Turkey Trot
  o First Aid and CPR Instructor Trainer Course
  o Blood Drives
  o Career Fair
  o College Fair
  o Mississippi Show Choir Contest
  o Mississippi Regional Science Olympiad
  o Women's Health Symposium

  Source of Documentation: Chair of the Fine Arts and Communication Department, Chair of the Health, Physical Education, and Recreation Department, Chair of Science, Mathematics, and Business, Director of Counseling, Advisement, and Placement Center, and Director of Institutional Research

  Use of Assessment Results: These activities have been well received by the students, faculty, and staff at Pearl River Community College, as well as to the citizens of the surrounding communities. The college will continue to offer events that will appeal to a variety of audiences.

- **Assessment Results 2015-2016:** Numerous activities and special events were offered by the College to those living in this community college district during the 2015-2016. The following list includes some of these:

  o Philip Fortenberry: The Man at the Piano
  o PRCC Singers Fall Concert
  o PRCC Band participated in the Hattiesburg Veteran's Day Parade
  o "Christmas at the Movies"
  o "The Nutcracker"
  o "Beauty and the Beast"

- Lunch and Learn
  Joe Fratesi, Stennis Institute
  Growing Your Brand – Agritourism conference, collaboration with Rachel Carter, MSU
- Kid's College Summer Academic Camps:
  - Go Enviro! Environmental Adventure
  - LEGO! MY ROBOTics Camp
  - Discover your Science Superpower!
  - See you in the Funny Papers – Creative Writing
- Silver Sneakers Program for Senior Citizens
- Exercise Classes
- Wellness Center Pre/Post Fitness Assessments
- Blood Drives
- Career Fair
- College Fair
- Mississippi Show Choir Contest
- Mississippi Regional Science Olympiad
- Women's Health Symposium
- ACT Bootcamp
- Veteran's Day Program
- Black History Month Program
- Honors Lecture Series
- Mu Alpha Theta Student Presentations
- ACT Testing
- Dental cleanings and check-ups
- CRC assessment
- ServSafe 1 day training and assessment
- Ged/HISet is offered at the Woodall Center
- EMT
- CNA
- Welding & Electrical Training

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

Use of Assessment Results: Many of these events have become traditional events that many look forward to each year. The variety of the offerings held at the Brownstone Center continue to appeal to many citizens of the surrounding communities as well as the faculty, staff and students at Pearl River Community College.

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

  - Kevin Costner and Modern West Concert
  - Mississippi Symphony Orchestra Concert
  - Choir participated in the Southern Invitational Choral Conference
  - Spirit of the River Band participated in the Oak Grove Marching Festival
  - The Frog and Toad play was presented to area elementary students
  - Marty Stuart Concert
  - Christmas Vespers
  - The Nutcracker
  - Travis Clark & Adam Doleac Concert
  - Mississippi Show Choir Contest
  - Symphonic Band presented a commissioned work in honor of Martin Luther King Jr
  - PRCC Band Clinic

- The Heart Behind the Music Concert
- Will Champlin Music Lecture
- South Mississippi Band Festival
- ASBDA Middle School Band Clinic
- Sounds of the South Band Camp
- Mississippi Lion's Band
- Mississippi Baptist SMACK Camp
- Silver Sneakers Program for Senior Citizens
- Exercise Classes
- Wellness Center Pre/Post Fitness Assessments
- Women's Health Symposium
- Wildcat Wellness Go Cub Wild Kids Camp
- Wildcat Wellness Healthy Cooking Demonstrations
- Lunch and Learn:
- Mr. Bob Stack – Protect Yourself - Become Web Savvy
- Dr. Roberto Gallardo -Poplarville E-Front Door
- Pearl River County Board of Supervisors - county operations
- Kids college summer camps:
  - See you in the Funny Papers!
  - Library adventures - girls
  - Library adventures – boys
  - Robotics I
  - Etiquette Explosion
  - Creative Writing
  - Learn to be a Citizen Scientist
  - Dot and Dash
  - Astro Camp

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

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

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

Commitment Statement:

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

Internal Performance Indicator 1
All high schools in the Pearl River Community College district will be represented in the student body.

- **Assessment Results 2014-2015:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and five private schools.

    Source of Documentation: Office of Institutional Research, college data

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

- **Assessment Results 2015-2016:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and five private schools.

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

    Use of Assessment Results: The Recruitment Office strives to visit all high schools, both public and private, within PRCC's district at least twice a semester. Evaluation of PRCC student enrollment is used to meet the needs of the public and private schools within our six county district. In reviewing the student enrollment statics, PRCC students represent 112 public and private schools within the state.

- **Assessment Results 2016-2017:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and five private schools.

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

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

Internal Performance Indicator 2

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

- **Assessment Results 2014-2015:** Fall 2014 enrollment data indicates that 5021 students were enrolled at the end of late registration with 4570 remaining enrolled at the end of the 6th week (91 percent of students who enrolled remained enrolled through the six week period). Spring 2015 showed 4132 students enrolled at the end of late registration, with over 90% enrolled at the end of six weeks. Retention continues to be a major push; however, new research indicates an estimated one in four students who start at a community college ultimately graduates and another 8% who have not finished have not dropped out and are still enrolled.

    Source of Documentation: Enrollment reports (MCCB Audited Enrollment), IPEDS, The Hechinger Report on Higher Education

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

- **Assessment Results 2015-2016:** Fall 2015 enrollment data indicates that 4310 students were enrolled at the end of late registration with 4515 remaining enrolled at the end of the 6th week. Spring 2016 showed 3997 students enrolled at the end of late registration, with 4063 enrolled at the end of six weeks. Retention continues to be a major push, with late registration enrollment dates extended to accommodate student who had difficulty completing the admission process.

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

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

advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

- **Assessment Results 2016-2017:** Fall 2015 enrollment data indicates that 4310 students were enrolled at the end of late registration with 4515 remaining enrolled at the end of the 6th week. Spring 2016 showed 3997 students enrolled at the end of late registration, with 4063 enrolled at the end of six weeks. Retention continues to be a major push, with late registration enrollment dates extended to accommodate student who had difficulty completing the admission process.

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

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

Internal Performance Indicator 3

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

- **Assessment Results 2014-2015:** Fall 2014 enrollment was 5021 at the end of six weeks of classes, with 4570 students still enrolled at the end of the term (91%). Spring 2015 enrollment was 4536 with 4152 at the end of the term (92%).

  Source of Documentation: College enrollment reports

  Use of Assessment Results: Continued planning for retention and completion efforts. Faculty has been instrumental in providing more emphasis in retention. Program assessment charts include retention data and improvement strategies. New student ROAR orientation sessions educate students on attendance and enrollment policies.

- **Assessment Results 2015-2016:** Fall 2015 enrollment was 4515 at the end of six weeks of classes, with 4270 students still enrolled at the end of the term (95%). Spring 2016 enrollment was 4063 with 3814 at the end of the term (94%).

  Source of Documentation: College enrollment reports

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

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

  Source of Documentation: College enrollment reports

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

Internal Performance Indicator 4
Recruitment strategies will demonstrate an effort to recruit students from a diverse population.

- **Assessment Results 2014-2015:** During the 2014-2015 school year, the recruitment staff made push to contact more potential students making contact with more than 6,000 prospective students by attending college fairs and high school events throughout PRCC's district, hosting on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, and Hancock Center Spring Fest), providing personalized Poplarville campus tours upon request, awarding students with ACT/CTE based scholarships at the district high schools' senior nights, and by mailing/emailing/calling prospective students on an individual basis. These prospective students are from all of the public high schools, seven of the private schools, and several non-traditional student organizations located in PRCC's district.

    Source of Documentation: Office of Recruitment and Orientation, college data

    Use of Assessment Results: The success of on-campus events is evident based on personal feedback and survey collection. The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2015-2016 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The recruitment staff is working to expand its private campus tours by developing a way to provide private campus tours at the Forrest County Center in addition to the Poplarville campus. Through interaction with prospective students at various events and by analyzing survey data collected from campus tours, the Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

- **Assessment Results 2015-2016:** During the 2015-2016 school year, the recruitment staff made push to contact more potential students making contact with more than 6,500 prospective students by attending college fairs and high school events throughout PRCC's district, hosting on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, ACT Bootcamp, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, and Hancock Center Spring Fest), tailgating recruiting events at 6 District High School football games, providing personalized Poplarville campus tours upon request, awarding students with ACT/CTE based scholarships at the district high schools' senior nights, and by mailing/emailing/calling prospective students on an individual basis. These prospective students are from all of the public high schools, seven of the private schools, and several non-traditional student organizations located in PRCC's district.

    Source of Documentation: Office of Recruitment and Orientation

    Use of Assessment Results: The success of on-campus events is evident based on personal feedback and survey collection. The Recruitment Office will continue to host these on-campus

events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2015-2016 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The recruitment staff is working to expand its private campus tours by developing a way to provide private campus tours at the Forrest County Center in addition to the Poplarville campus. Through interaction with prospective students at various events and by analyzing survey data collected from campus tours, the Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

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

  Source of Documentation: Office of Recruitment and Orientation

  Use of Assessment Results: The success of on-campus events is evident based on personal feedback and survey collection. The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2015-2016 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The recruitment staff is working to expand its private campus tours by developing a way to provide private campus tours at the Forrest County Center in addition to the Poplarville campus. Through interaction with prospective students at various events and by analyzing survey data collected from campus tours, the Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The Office of Vocational Rehabilitation is referring students from diverse backgrounds. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

Internal Performance Indicator 5

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

- **Assessment Results 2014-2015:** Approximately 88% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 91% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

  > **Use of Assessment Results:** In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent to **all** PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

- **Assessment Results 2015-2016:** Approximately 94% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 87% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

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

- **Assessment Results 2016-2017:** Approximately 95% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 89% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

  Use of Assessment Results: In order to increase retention of students, Instructors from the Career and Technical Departments participate in the ROAR Orientation Sessions in order to increase student knowledge of program requirements. In an effort to increase retention, emails are sent to **all** PRCC students when they are absent and those students are advised to see an

instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

Internal Performance Indicator 6

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

- **Assessment Results 2014-2015:** Data indicates that 1,833 full-time first semester general education students were enrolled after six weeks in Fall 2013 and 57% returned to Fall 2014. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

  Source of Documentation: Office of Vice President for General Education and Technology and IPEDS, Enrollment Reports, school registration calendar

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

- **Assessment Results 2015-2016:** Data indicates that 1,833 full-time first semester general education students were enrolled after six weeks in Fall 2014 and 57% returned to Fall 2015. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

  Source of Documentation: IPEDS

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

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

  Source of Documentation: Enrollment Headcount Report in Argos

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

Internal Performance Indicator 7

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

- **Assessment Results 2014-2015:** The Fall 2011 cohort of full time college students was 1872. Of this cohort the completion rate (within three years) was 601. The overall graduation rate for full time, first time students is 32%. Additional procedures are in progress through efforts by the Vice-President of General Education to identify students who have earned a degree or formal award but have not applied for the awarding of such.

Source of Documentation: IPEDS

> **Use of Assessment Results:** Assessment Results are used to begin a concentrated effort to get students to apply for graduation as early as practical. One of the reasons the graduation rate is low is that many students do not apply for a degree, opting instead to transfer to a 4-year college. Email and flyers have been produced to promote the 15 to Finish initiative. Emphasis has been stressed through ROAR.

- **Assessment Results 2015-2016:** The Fall 2012 cohort of full time college students was 1833. Of this cohort the completion rate (within three years) was 866. The overall graduation rate for full time, first time students is 47%. Additional procedures are in progress through efforts by the Vice-President of General Education to identify students who have earned a degree or formal award but have not applied for the awarding of such.

  Source of Documentation: IPEDS

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

- **Assessment Results 2016-2017:** The Fall 2013 cohort of full time college students was 948. Of this cohort the completion rate (within three years) was 166. The overall graduation rate for full time, first time students is 29%. The previous year, there had been a push for students to apply for graduation via reverse transfer. This is most likely the reason for the difference in graduation rates. We are continuing to promote the 15 to Finish.

  Source of Documentation: IPEDS

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

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

Commitment Statement:

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

Internal Performance Indicator 1

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

- **Assessment Results 2014-2015:** PRCC developed and managed 60 projects funded by various funding sources made available through the Mississippi Community College Board; with a total number of 14,115 duplicated trainees. The total amount of funds management equated to $1,639,602.51 for Workforce Education, Adult Basic Education, Dual Enrollment Practical Nursing and Advanced Technology Projects. The South Mississippi Planning and Development District grant funded a continuation of the computer training program and workforce coordinator program in partnership with the local WIN Job Centers. The WIN Job Center offered Office Technology Training to 282 individuals with numerous course completions. A total of 837 adult and dislocated workers were served under the Workforce Coordinator Program. In fiscal year 2015, PRCC, over 100 WIA students enrolled in 30 different Career, Technical, Allied Health, and Workforce programs.

  Source of Documentation: Mississippi Community College Board GCR, PRCC Business Office and the nSPARC database.

  Use of Assessment Results: The total number of trainees in Workforce funded projects represents a 6% increase over FY 2014. This increase seems to continue to trend with local labor economics; as the unemployment rate trends down, non-credit training demand seems to trend up.

- **Assessment Results 2015-2016:** PRCC developed and managed 67 projects funded by various funding sources made available through the Mississippi Community College Board; with a total number of 13,951 duplicated trainees. The total amount of funds management equated to $1,483,030 for Workforce Education, Adult Basic Education, Dual Enrollment Practical Nursing and Advanced Technology Projects. The South Mississippi Planning and Development District grant discontinued computer training grants and have reformulated those to complement the MI-BEST and ABE Program.   The WIOA tuition assistance program has a total of 32 students currently receiving financial aid and enrolled in various Career, Technical, Allied Health. The SNAP tuition assistance program currently has 84 students enrolled in Career, Technical and Workforce programs.

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

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

- **Assessment Results 2016-2017:** PRCC developed 65 projects funded by various funding sources made available through the Mississippi Community College Board. Of this, 1,477 various classes were conducted with a total number of 15,177 duplicated trainees receiving educational training. The total amount of funds management equated to $1,802,252.90 for Workforce Education, Adult Basic Education, Dual Enrollment Practical Nursing and Advanced Technology Projects. The South Mississippi Planning and Development District grant discontinued computer training grants and have reformulated those to complement the MI-BEST and ABE Program.

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

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

Internal Performance Indicator 2

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

- **Assessment Results 2014-2015:** All Adult Basic Education Centers are operating, even though funding has been reduced.

  Source of Documentation: Adult Basic Education Director

  > **Use of Assessment Results:** PRCC is investigating the opportunity to partner with existing ABE sites currently operated by individual K-12 School Districts. This would allow students in those programs to enter into the Career Pathways Programs provided by PRCC.

- **Assessment Results 2015-2016:** Each PRCC District County is served by an ABE Instructional site.

  Source of Documentation: PRCC Adult Basic Education Director

  > **Use of Assessment Results:** The goal is to increase the number of Mississippians with a high school credential and to reach them "where they are".

- **Assessment Results 2016-2017:** Each PRCC District County is served by an AE Instructional site. Pearl River and Forrest counties have two AE instructional sites. Forrest County also has an ESL instructional site.

  Source of Documentation: Director of Adult Education

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

Internal Performance Indicator 3

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

- **Assessment Results 2014-2015:** A total of 21 ABE students were co-enrolled in the HIT Career Pathway (TAACCCCT Initiative) during the 2014-2015 school year completing 3-6 hours of college course credit, while working to earn GED credential. The HIT Program has a total enrollment of 16 students in year 2, with 3 planning to graduate in in the Spring of 2016.

  Source of Documentation: Vice President of Economic and Community Development.

  Use of Assessment Results: With funding from the Kellogg Foundation ($600K), PRCC will continue the effort of assisting ABE students with earning credentials. The goal is to grow this effort by 5% per year during the 3 year grant period.

- **Assessment Results 2015-2016:** The TAACCCT DOL Grant initiative was closed in March 2016. In this program PRCC enrolled 273 in the TAACCCT grant program.
  Of the 273 students:
  - 253 or 92.7% earned college credit hours
  - 148 students earned 282 nationally recognized certifications - almost 2 certifications per student
  - 111 or 40.7% graduated with some type of degree or certificate
  - 54 or 19.7% have chosen to continue their education
  - 117 were incumbent workers and 37 found employment after completion for a total of 154 employed participants – that's an employment rate of 56.4%.

As a means of sustainability, PRCC is participating in the statewide MI-BEST program to continue co-enrolling ABE students in career pathways. PRCC has expanded from the original 4 programs participating to 11 programs. This expansion of the pathways available gives ABE students a wider choice of programs in which to participate, making career pathways much more desirable to many more students.

  Source of Documentation: TAACCCT Grant Coordinator now MI-BEST Coordinator

  Use of Assessment Results: PRCC made significant changes to its enrollment and prior learning assessment policies. The enrollment policy was changed to allow an Adult Basic Education (ABE) student to co-enroll in a Career Tech program while still working toward earning their high school equivalency. The prior learning policy was changed to allow students with prior experience to take an assessment for credit, accelerating their time to completion.

- **Assessment Results 2016-2017:** The MI-BEST Grant initiative started in Spring 2016 and will end in Fall 2018. As of this time, PRCC has enrolled 104 students in the MI-BEST program. Of the 104 students:
  - 27 or 26% have earned their HSE
  - 63 or 60.6% have earned college credit or a Workforce certificate
  - 41 or 39.4% have earned 275 hours of college credit
  - 22 OR 21.2% have earned a workforce certificate
  - 31 or 29.8% have earned a nationally recognized credential
  - 15 or 14.4% have earned their Career Readiness Certification
  - 16 or 15.4% have earned a program specific national credential
  - 11 or 10.6% have chosen to continue their education
  - 1 has joined the military

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

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

Internal Performance Indicator 4

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

- **Assessment Results 2014-2015:** In FY 15, a total of 678 students were served in Adult Education. Of the 678 served, 382 completed or improved their (EFL) Educational Functioning Level. Of the 382, who completed an EFL gain, 108 of these adult learners exceeded EFL levels set by the Federal ABE standards. A total of 421 students with a GED® credential were enrolled in PRCC during the 2014-2015 school year. A total of GED® recipients enrolled in PRCC received Pell Grant funding in the amount of $1,301,883.00 for the 2014-2015 school year.

    Source of Documentation: Adult Basic Education Director

    Use of Assessment Results: PRCC is embarking on an ABE Program redesign to meet the new parameters of WIOA, Perkins and the state of Mississippi. This redesign will assist non high school completers with earning work based credentials while studying for the GED test. Also, the new battery of tests for the GED requires classroom and curriculum changes. Faculty are receiving more professional development for this new curriculum as well as training in the MI-BEST model funded through the Kellog grant that begins October 1, 2015.

- **Assessment Results 2015-2016:** As of June 3, 2016, PRCC has 190 GED® recipients for the 2015-2016 school year. Continued year around testing will occur. A total of 709 students have enrolled in ABE this school year. Of the 709 enrolled, 400 have completed or improved one or more educational functioning levels.

    Source of Documentation: Annual ABE Report to MCCB

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

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

    Source of Documentation: Adult Education Director

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

Internal Performance Indicator 5

With the assistance of the Mississippi Workforce Enhancement Training (WET) Fund, both the employment rate and employment retention rate of Pearl River Community College non-credit students enrolled in workforce education programs will increase by 5%.

- **Assessment Results 2014-2015:** Of the 6,483 receiving Workforce Training services at PRCC, 5,195 were employed one quarter after exit; equating to 80.13%. Of those 4,711, or 90.68% were retained three quarters after training.

    Source of Documentation: Mississippi State NSPARC

    Use of Assessment Results: The ultimate goal of the Workforce Enhancement Training Fund and other sources of workforce funds are to assist citizens with positive employment outcomes. This data represents that this is being achieved.

- **Assessment Results 2015-2016:** Of the 6,345 receiving Workforce Training services at PRCC, 5,127 were employed one quarter after exit; equating to 81%.

  Source of Documentation: PRCC Report Card

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

- **Assessment Results 2016-2017:** Of the 4,513 receiving Workforce Training services at PRCC, 3890 were employed one quarter after exit; equating to 86%.

  Source of Documentation: PRCC Report Card 2016

  Use of Assessment Results: The employment rate for this group increased over the previous year. Workforce Training services hopes to continue this trend by assisting citizens in need.

Internal Performance Indicator 6
With the assistance of the Mississippi Workforce Enhancement Training (WET) Fund, the earning power of Pearl River Community College non-credit students enrolled in workforce education programs will increase by 2%.

- **Assessment Results 2014-2015:** The annualized median wage change for a student after training was $2,914.00 with a median salary of $32,077. The median increase represents a 6% improvement over FY 14.

  Source of Documentation: Mississippi State NSPARC

  Use of Assessment Results: The College will continue to promote these training opportunities for students.

- **Assessment Results 2015-2016**: Students that completed Workforce Training by PRCC attained an annual earnings of $33,186.

  Source of Documentation: PRCC Report Card

Use of Assessment Results: The College will continue to promote these training opportunities for students.

- **Assessment Results 2016-2017:** Students that completed Workforce Training by PRCC attained an annual earnings of $35,663.

  Source of Documentation: PRCC State Report Card 2016

  Use of Assessment Results: The College will continue to promote these training opportunities for students.

Internal Performance Indicator 7
The Dislocated Worker Program funded by a Workforce Investment Act (WIA) grant will increase both student enrollment and completion by 5%.

- **Assessment Results 2014-2015:** There were 104 students at PRCC utilizing WIA ITA tuition assistance to attend PRCC. While an increase in funding was expected, it did not occur, this represents another decrease from the prior year due to funding reductions.

Source of Documentation: PRCC Dislocated Worker Coordinator

> **Use of Assessment Results:** While this funding source for tuition assistance will continue to be utilized, the WIA Dislocated Coordinator has also been assigned responsibility for the SNAP Tuition Assistance Program to supplement this source.

- **Assessment Results 2015-2016**: A total of 70 students utilized WIOA ITA tuition assistance and 45 received SNAP assistance in FY 2015.

Source of Documentation: PRCC Dislocated Worker Coordinator

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

- **Assessment Results 2016-2017:** There were 48 students at PRCC utilizing WIA ITA tuition assistance to attend PRCC. A decrease in funding occurred compared to the prior year.

Source of Documentation: PRCC Dislocated Worker Coordinator

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

Appendix A
PRCC LICENSURE PASS RATES

PROGRAM	2013-2014			2014-2015			2015-2016		
	PASS RATE	NO. PASSING	NO. TAKING	PASS RATE	NO. PASSING	NO. TAKING	PASS RATE	NO. PASSING	NO. TAKING
Associate Degree Nursing *Number taking who graduated in academic year was 67 but 2 students from Fall 2014 took in 2016 - failed	88%	77	88	88%	96	109	93%	64	69*
Barbering	22%	2	9	58%	7	12	100%	4	4
Cosmetology	78%	11	14	87%	13	15	87.5%	14	16
Dental Assisting (certificate)	77%	10	13	90%	9	10	100%	13	13
Dental Hygiene Technology	88%	14	16	93%	13	14	100%	15	15
Medical Laboratory Technology	89%	8	9	91%	10	11	88%	7	8
Medical Radiologic Technology	94%	16	17	80%	12	15	81%	13	16
Occupational Therapy Assistant Technology	87%	20	23	89%	16	18	79%	15	19
Practical Nursing (Forrest County Center)	70%	16	23	79%	19	24	97%	29	30
Practical Nursing (Poplarville Campus)	85%	11	13	87%	20	23	96%	24	25
Physical Therapist Assistant Technology	93%	14	15	88%	15	17	94%	15	16
Respiratory Care Practitioner Technology	94%	17	18	94%	15	16	93%	14	15
Surgical Technology	100%	12	12	64%	7	11	46%	6	13

State reports generally run one year behind schedule.

INTERNAL PERFORMANCE INDICATOR RESPONSIBILITY CHART

Internal Performance Indicator Responsibility Chart (2016-2017)

Goal	Indicator	Persons Responsible for Indicators		
1 Dr. Scott Alsobrooks Vice President for Workforce & Economic Development Dr. Martha Lou Smith Vice President for General Education & Technology Services	1	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	2	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	4	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Jana Causey Vice President for Forrest County Operations Dr. Ed Pinero Director of Career & Technical Education Programs	Mrs. Rachel Harris Counselor Ms. Michelle Wilson-Stokes Special Populations Coordinator
	5	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Jana Causey Vice President for Forrest County Operations Dr. Ed Pinero Director of Career & Technical Education Programs	Mrs. Rachel Harris Counselor Ms. Michelle Wilson-Stokes Special Populations Coordinator
	6	Dr. Martha Lou Smith Vice President for General Education & Technology Services		

Internal Performance Indicator Responsibility Chart (2016-2017)

	7	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Jana Causey Vice President for Forrest County Operations Dr. Ed Pinero Director of Career & Technical Education Programs	Ms. Brenda Wells Director of Institutional Research
	8	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Karen Bond Director of Institutional Effectiveness	
	9	Dr. Martha Lou Smith Vice President for General Education & Technology Services		
	10	Dr. Martha Lou Smith Vice President for General Education & Technology Services		

Internal Performance Indicator Responsibility Chart (2016-2017)

Goal	Indicator	Persons Responsible for Indicators		
2 Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center	1	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Mr. Raymunda Barnes Assistant Vice President for Hancock Center
	2	Ms. Tracy Smith Director of College Libraries		
	3	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Mr. Raymunda Barnes Assistant Vice President for Hancock Center
	4	Mr. Roger Knight Vice President for Business & Administrative Services		
	5	Ms. Tracy Smith Director of College Libraries	Department Chairs	
	6	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Assistant Vice President for Hancock Center

	7	Mr. Roger Knight Vice President for Business & Administrative Services	Dr. Amy Townsend Associate Vice President for Student Success/QEP	

Internal Performance Indicator Responsibility Chart (2016-2017)

Goal	Indicator	Persons Responsible for Indicators		
3 Dr. Martha Lou Smith Vice President for General Education & Technology Services	1	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Michelle Mitchell Director of e-Learning	
	2	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Ed Pinero Director of Career & Technical Education Programs	
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services		
	4	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Assistant Vice President for Hancock Center

Internal Performance Indicator Responsibility Chart (2016-2017)

Goal	Indicator	Persons Responsible for Indicators	
4 Ms. Brenda Wells Chair, Professional Development Committee	1	Mr. Roger Knight Vice President for Business & Administrative Services	
	2	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development
	3	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Workforce & Economic Development
	4	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research
	5	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research
	6	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research
	7	Mr. Roger Knight Vice President for Business & Administrative Services	

Internal Performance Indicator Responsibility Chart (2016-2017)

	8	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research	

Internal Performance Indicator Responsibility Chart (2016-2017)

Goal	Indicator	Persons Responsible for Indicators		
5 Dr. William Lewis President	1	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Mr. Raymunda Barnes Assistant Vice President for Hancock Center
	2	Dr. William Lewis President		
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Mr. Bob Stack Chief Information Officer	
	3	Mr. Ernie Lovell Executive Director of Development Foundation/Alumni Association		
	5	Ms. Tara Rouse Department Chair of Health, Physical Education, and Recreation and Director of the Wellness Center	Dr. Ed Pinero Director of Career &Technical Education Programs	
	6	Dr. Amy Townsend Associate Vice President for Student Success/QEP		

Internal Performance Indicator Responsibility Chart (2016-2017)

Goal	Indicator	Persons Responsible for Indicators		
6 Dr. William Lewis President	1	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center	Chuck Abadie Director of Public Relations	
	2	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research	Ms. Karen Bond Director of Institutional Effectiveness
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	
	4	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	5	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research	
	6	Mr. Ernie Lovell Executive Director of Development Foundation/Alumni Association		

Internal Performance Indicator Responsibility Chart (2016-2017)

	7	Dr. Jennifer Seal Vice President for Planning & Institutional Research Ms. Brenda Wells Director of Institutional Research	Dr. Ed Pinero Director of Career & Technical Education Programs Dr. Jana Causey Vice President for Forrest County Operations	Department Chairs

Internal Performance Indicator Responsibility Chart (2016-2017)

Goal	Indicator	Persons Responsible for Indicators		
7 Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator	1	Ms. Delana Harris Director of Recruitment and Marketing		
	2	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator		
	3	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator		
	4	Ms. Delana Harris Director of Recruitment and Marketing		
	5	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Jana Causey Vice President for Forrest County Operations Dr. Ed Pinero Director of Career & Technical Programs	Ms. Rachel Harris Counselor Ms. Michelle Wilson-Stokes CTE Student Services Coordinator Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator
	6	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator	
	7	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator	

Internal Performance Indicator Responsibility Chart (2016-2017)

Goal	Indicator	Persons Responsible for Indicators	
8 Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	1	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	2	Ms. Terri Clark Director of Adult Education Services	
	3	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	4	Ms. Terri Clark Director of Adult Education Services	
	5	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	6	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	

	7	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development		