PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEWS

GENERAL EDUCATION
LEARNING RESOURCES

2006 - 2007

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

MISSION STATEMENT

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

STRATEGIC GOALS

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

2.   To provide quality student services.

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

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

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

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

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

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

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

While college educational programs and services must satisfy our own criteria for program excellence, they must also satisfy the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and licensing and certifying organizations for some programs.

The process of program review allows the College to evaluate how well its programs satisfy the criteria and requirements associated with all of these sources.

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

A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.

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

· Acknowledge achievements/attainments.

· Identify strengths and weaknesses and develop recommendations and/or suggestions for change.

· Provide a systematic evaluation and improvement process for instructional programs.

· Develop a sense of cohesiveness, shared responsibility, and growth among faculty and staff.

· Assess compliance with accreditation criteria.

· Assist in resource development.

· Provide data to assist with resource allocation and other management decisions.

· Suggest new opportunities for program development.

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

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

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

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

PEARL RIVER COMMUNITY COLLEGE

LEARNING RESOURCES
PROGRAM REVIEW

2003 - 2006

PEARL RIVER COMMUNITY COLLEGE

LEARNING RESOURCES DEPARTMENT

2003-2006 PROGRAM REVIEW

PEARL RIVER COMMUNITY COLLEGE
COLLEGE LIBRARIES DEPARTMENT

A. Description/Purpose/History

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

GOALS
1. To select, acquire, and organize print and non-print materials that will meet the needs of faculty, staff, and students in an atmosphere that encourages learning.

2. To provide comprehensive, current collections of diverse materials and formats purchased in compliance with sound selection guidelines.

3. To provide appropriate technology in order to enhance learning, instruction, and information retrieval.

4. To adequately staff College Libraries facilities on all three campuses with qualified individuals and to serve users in a professional manner.

5. To maintain and develop College Libraries services that meet the educational needs and interest of the college community.

6. To provide resources to the distance education learner as well as the traditional learner.

7. To serve as an extension of the classroom by providing an orientation program that teaches effective use of the College Libraries and encourages the use of all materials.

8. To provide media services to faculty and staff in order to support them in their teaching and presentations.

9. To cooperate with other institutions, libraries, and agencies in the sharing of resources throughout the state.

HISTORY

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

Through the efforts of some influential citizens of the county, the Board of Trustees, and Superintendent J.A. Huff, the school applied for junior college status and received it in 1922. The first order of books was approved by the board in April, 1922. Since the school had received junior college status administrators strived for higher goals for the college and hired the first librarian. On December 7, 1926, the Board of Trustees authorized Superintendent S.L. Stringer to take all steps necessary to meet requirements to secure full membership in the All-Southern Association of Junior Colleges. At this time the library was given a permanent location which was a small room upstairs in the High School Administration Building. At the board meeting in April, 1927, the Trustees authorized the superintendent to buy more books and the necessary equipment to establish an accredited library.

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

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

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

A 5,000 square foot learning assistance laboratory was added to the library in 1990-1991. The lab began with twenty-five networked computers and the audiovisual hardware and software from the previous media center. By November 1994, the lab was staffed with a coordinator, two

instructors, and a lab assistant. A second lab assistant was added in January, 2003, to facilitate online testing. The college's first media specialist was hired, in September 1994. In the fall of 1995 the first librarian was hired for the Forrest County Center, and a clerical staff member was added in August 2003. The library on the Poplarville campus was named for former president Dr. Garvin H. Johnston in the fall of 2003.

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

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

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

B. Curriculum/Instruction

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

Developmental Mathematics (MAT 1103) is actually taught in the lab each semester, and all developmental English and Reading classes meet in the lab at least once a week during class time. Instructors across the curriculum regularly make library and lab assignments to be completed after regular class time.

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

	2003-2004	**2004-2005**	**2005-2006**
GHJ Library Orientations	75	99	101
GHJ Learning Lab Orientations	62	71	52
FCC Library Orientations	19	22	25
GHJ Library Computer Usage	12,453	11,713	13,873
GHJ Learning Lab Computer Usage	29,338	23,358	18,425
FCC Computer Usage	8,470	10,288	9,102
GHJ Library Door count	92,483	73,043	64,995
FCC Library Door count	14,154	15,846	12,896

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

GARVIN H. JOHNSTON LIBRARY CIRCULATION STATISTICS					
YEAR	**LIBRARY BOOKS**	**LIBRARY eBOOKS**	**LIBRARY PERIODICALS**	**ONLINE PERIODICALS**	**LIBRARY RESERVES**	**INTERNET USAGE**
2003-2004	*12,049	588	1,623	**37,416	2,743	12,453
2004-2005	*7,409	530	799	**54,938	3,206	11,713
2005-2006	*5,960	3,260	1,033	**55,219	1,506	13,873

*Includes books used in-house by students working on research papers.
**Includes online journal/database searches for both campuses.

GARVIN H. JOHNSTON LAB CIRCULATION STATISTICS					
YEAR	**LAB AV**	**LAB EQUIPMENT**	**COMPUTER SOFTWARE**	**LAB ORIENTATIONS**	**MSVCC TESTS**
2003-2004	1,367	63	29,338	62	1,160
2004-2005	1,391	35	23,358	71	1,427
2005-2006	1,151	25	18,425	52	1,951

FORREST COUNTY CENTER LIBRARY CIRCULATION STATISTICS

YEAR	LIBRARY BOOKS	LIBRARY RESERVES	INTERNET USAGE	LIBRARY PERIOD.	LAB AV	LIBRARY EQUIP.	COMPUTER SOFTWARE	MSVCC TESTS
2003-2004	*997	155	8,470	309	440	60	334	N/A
2004-2005	*828	155	10,288	180	348	65	283	592
2005-2006	*950	110	9,102	167	301	68	175	961

*Includes books used in-house by students working on research papers.

C. Staffing

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

2003-2004
- Mississippi Library Association Conference.
- SIRSI workshop at Copiah-Lincoln Community College.
- Clerical staff attended a teamwork presentation by Ms. Janie Walters.
- Media Specialist attended Flash 5 and E-portfolio training sessions.
- Media Specialist presented workshops on Beginning PowerPoint, Intermediate PowerPoint, and Scanning.
- Lab Coordinator attended an Effective Teacher Seminar by Harry Wong.
- Lab Science Instructor presented at the State Science Teachers Conference.
- Lab visited by staff from Mississippi Delta Community College.

2004-2005
- SIRSI Users' Group Meeting at Hinds Community College.
- Mississippi Library Association Conference, Bay St. Louis, MS.
- Lab Science Instructor attended State Science Teachers Conference.
- All clerical staff attended a workshop about the FCC campus and its programs and the Lowery Woodall Center.
- All clerical staff attended a customer service seminar on the Poplarville campus.
- Mathematics Lab instructor attended the state Mathematics Teachers' Conference.

<u>2005-2006</u>
- Mississippi Library Association Conference was not held due to Hurricane Katrina.
- All professional and clerical staff attended workshops regarding the QEP and other related issues.
- Lab Mathematics instructor attended the state Mathematics Teachers' Conference.
- Two librarians attended SIRSI training workshop.
- One librarian and one lab instructor attended two online disabilities workshops: Web accessibility and Universal design.

<u>CREDENTIALS</u>
The college employs three professional librarians with ALA accredited graduate level degrees in library science and a Lab Coordinator/Mathematics instructor and English/Reading instructor with master's degrees in the learning lab. The librarians have many years of experience and both of the above lab instructors have previous lab experience. A Science/Social Science instructor and a Media Specialist with bachelor's degrees complete the professional staff. The support staff members work with the professional staff in providing a variety of services. All support staff members are well qualified for their positions that they hold. Together this staff works to meet the learning resource center's goals.

Professional Staff: 2003-2004

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of Learning Resources	FT	Master's plus 30	August 1976
Public Services Librarian	FT	Bachelor's	August 1992/ August 2001
System/Technical Processing Librarian	FT	Master's	July 2002
FCC Librarian	FT	Master's	August 1995
Learning Lab Coordinator & English/Reading Instructor	PT	Master's plus 30	November 1992
Mathematics Instructor/Computer System Administrator	FT	Bachelor's	August 2002
Science/Social Science Instructor	FT	Master's	August 2003
Media Specialist	FT	Bachelor's	August 2000

Support Staff: 2003-2004

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Library Assistant (12 mo.)	FT	1.5 years college	October 1990
Library Assistant (11mo.)	FT	Position Frozen	
Public Services Library Assistant (11 mo.)	FT	.5 years college	August 2001
Learning Lab Assistant (11 mo.)	FT	.5 years college	August 1991
Learning Lab/Online Testing Assistant	FT	3.5 years college	January 2003
FCC Library Assistant	FT	2 years college	August 2003

Professional Staff: 2004-2005

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of Learning Resources	FT	Master's plus 30	August 1976
Public Services Librarian	FT	Bachelor's	August 1992/ August 1991
System/Technical Processing Librarian	FT	Master's	July 2002
FCC Librarian	FT	Master's	August 1995
Learning Lab Coordinator & English/Reading Instructor	PT	Specialist in Education (Ed.S.)	November 1992
Mathematics Instructor/Computer System Administrator	FT	Master's	July 2004
Science/Social Science Instructor	FT	Master's	August 2003
Media Specialist	FT	Bachelor's	August 2000

Support Staff: 2004-2005

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Library Assistant (12 mo.)	FT	1.5 years college	October 1990
Library Assistant (9 mo.)	PT	Bachelor's	August 2004
Public Services Library Assistant (11 mo.)	FT	.5 years college	August 2001
Learning Lab Assistant (11 mo.)	FT	.5 years college	August 1991
Learning Lab/Online Testing Assistant	FT	3.5 years college	January 2003
FCC Library Assistant	FT	2 years college	August 2003

Professional Staff: 2005-2006

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of Learning Resources	FT	Master's plus 30	August 1976
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Learning Lab Assistant (11 mo.)	FT	.5 years college	August 1991
Learning Lab/Online Testing Assistant	FT	1.5 years college	December 2005
FCC Library Assistant	FT	2 years college	August 2003

D. Resources (Physical and Financial)

BUDGET

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

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

LIBRARY PRINT MATERIALS STATISTICS – GARVIN H. JOHNSTON						
YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2003-2004	2.9	64,120	1,797	42	49,205	7,118	56,323
2004-2005	3.0	46,291	1,406	330	50,202	7,205	57,407
2005-2006	2.7	50,736	1,331	249	51,254	7,328	58,582

LIBRARY PRINT MATERIALS STATISTICS – FORREST COUNTY CENTER						
YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2003-2004	.50	14,420	478	19	3,905	21	3,926
2004-2005	.60	21,461	659	175	4,390	12	4,402
2005-2006	.60	19,438	556	81	4,879	0	4,879

	LIBRARY PRINT MATERIALS STATISTICS – HANCOCK CENTER						
YEAR	**% OF BUDGET**	**EXPENDED ON BOOKS**	**BOOK ADDITIONS**	**WITH-DRAWLS**	**TOTAL BOOKS**	**# OF BOUND PERIOD.**	**TOTAL PRINT COLLECTION**
2005-2006	*	7,138	252	0	252	0	252

* % included in Johnston Library Budget

CATAGORY	**JOHNSTON 2003-2004**	**FORREST 2003-2004**	**JOHNSTON 2004-2005**	**FORREST 2004-2005**	**JOHNSTON 2005-2006**	**FORREST 2005-2006**
Books	49,205	3,905	50,202	4,390	51,254	4,879
Bound Periodicals	7,118	21	7,205	12	7,328	0
Microfilm Reels	4,305	0	4,304	0	4,304	0
Microfiche Volumes	3,046	0	3,047	0	2,704	0
Audiocassettes	459	0	459	0	459	0
CD-ROMs	299	88	331	92	333	98
Computer Disks	295	36	290	36	290	36
DVD's	3	0	12	3	31	20
Kits	9	37	8	38	8	38
Manuals	374	5	386	6	392	5
Slides	6	27	6	27	6	27
Sound Disks	28	0	38	0	39	1
Transparencies	9	0	9	0	9	0
Videocassettes	4,148	548	4,174	568	4,194	564
Video Disks	8	0	0	0	0	0
Total	69,312	4,667	70,471	5,172	71,351	5,668
eBooks	11,173	11,173	17,706	17,706	21,773	21,773

The Association of College and Research Libraries (ACRL) recommends that each college budget six percent of the total college budget for learning resources. While Pearl River does not meet this recommendation, the college strives to support the Learning Resource Center with as much funding as possible. Below is a chart of the budgets for the Poplarville and Hattiesburg campuses for the last three years.

Johnston

CATAGORY	BUDGETED 2003-2004	EXPENDED 2003-2004	BUDGETED 2004-2005	EXPENDED 2004-2005	BUDGETED 2005-2006	EXPENDED 2005-2006
Salaries/Benefits	423,382	406,453	466,475	477,639	474,844	478,055
Print Materials	52,855	64,120	46,092	46,291	46,092	50,736
Current Serials	18,088	17,662	10,490	10,459	10,490	6,169
Microforms	8,000	0	8,000	0	8,000	0
Computer Software	2,107	611	5,924	9,733	5,924	9,164
Audiovisual Mat.	2,163	789	2,163	3,551	2,163	1,305
Other Material	18,007	9,055	12,523	8,277	12,523	8,557
Preservation	1,450	346	1,450	1,064	1,450	1,638
Equipment	850	3,391	1,099	940	1,099	450
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	17	0	17	0
Computer Hardware	4,990	13,910	29,420	38,370	29,420	10,055
All Other Items	35,379	33,558	29,813	33,495	29,813	39,367
Postage	351	658	351	596	351	441
Total Budget	567,622	550,553	613,817	630,415	622,186	605,937

Forrest

CATAGORY	BUDGETED 2003-2004	EXPENDED 2003-2004	BUDGETED 2004-2005	EXPENDED 2004-2005	BUDGETED 2005-2006	EXPENDED 2005-2006
Salaries/Benefits	85,538	80,997	89,668	90,394	94,120	90,148
Print Materials	15,000	14,420	21,821	21,461	21,821	19,438
Current Serials	6,144	4,523	6,144	5,190	6,144	3,736
Microforms	0	0	0	0	0	0
Computer Software	2,269	937	695	695	695	6,250
Audiovisual Mat.	835	0	835	946	835	1,041
Other Material	1,264	1,847	1,264	1,797	1,264	1,670
Preservation	0	0	0	0	0	0
Equipment	0	595	0	220	0	0
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	0	5,647	0	0	0	3,297
All Other Items	826	251	4,487	4,517	4,487	1,430
Postage	0	0	0	37	0	20
Total Budget	111,876	109,217	124,914	125,257	129,366	127,030

STAFFING EFFICIENCY
Staffing has generally been adequate to meet needs of faculty and students. Additional staffing will be needed at the Forrest County Center Library if enrollment continues to grow at the same pace that it has for the last several years.

EQUIPMENT
To keep computer hardware current for staff and students in the College Libraries is a constant task since computers and servers become obsolete within a few years of installation. In addition, audiovisual and Media Services equipment must be updated regularly. New equipment is needed especially for Media Services.

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

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

FACILITIES
GHJ Media Services occupies very cramped facilities. Faculty members from various academic departments have requested a technology classroom within the College Libraries where they can instruct their students using the Internet in their program of study, as well as facilities for a Writing lab. When funding is available an addition on the Johnston Library would solve both of these problems. A Hancock Center Library was added in 2005-2006. A new Forrest County Center Library was occupied in the summer of 2006. The new FCC Learning Lab opened in August 2007.

E. Responses to Previous Recommendations

The following items of equipment and furniture were purchased during this three year period to upgrade library services.

Johnston Equipment 2003-2004		
Division	Description	Location
Library	1 fax	GHJ Technical Processing
Learning Lab	6 student lab computers 3 online testing computers 1 server 1 printer	GHJ Lab GHJ Online Testing GHJ Lab Workroom GHJ Lab
Media Services	1 printer 1 digital video camera	GHJ Media Office GHJ Media Office

Johnston Furniture 2003-2004		
Division	Description	Location
Library	1 sofa 2 tables	GHJ Reading Room GHJ Reading Room
Learning Lab	No Furniture Purchased.	
Media Services	No Furniture Purchased.	

Forrest Equipment 2003-2004		
Division	Description	Location
Library	5 student computers 2 video player/monitors 1 slide projector	FCC Computers FCC AV FCC AV

Forrest Furniture 2003-2004		
Division	Description	Location
Library	No Furniture Purchased.	Hattiesburg Office

Johnston Equipment 2004-2005		
Division	Description	Location
Library	5 student computers 2 student computers 1 server 2 staff computers 1 UPS 1 barcode scanner	GHJ Library Computer Room GHJ Reading Room GHJ Technical Processing GHJ Technical Processing GHJ Technical Processing GHJ Circulation Desk
Learning Lab	8 student computers 1 printer 1 staff computer 2 TV/DVD combos 1 switch 2 staff computers	GHJ Lab GHJ Lab GHJ Lab Media Desk GHJ Lab GHJ Lab GHJ Lab Offices
Media Services	1 staff computer 1 DVD/VHS recorder	GHJ Media Office GHJ Media Office

Johnston Furniture 2004-2005		
Division	Description	Location
Library	No Furniture Purchased.	
Learning Lab	No Furniture Purchased.	
Media Services	No Furniture Purchased.	

Forrest Equipment 2004-2005		
Division	Description	Location
Library	1 TV/DVD Combo	FCC Library AV

Forrest Furniture 2004-2005		
Division	Description	Location
Library	6 chairs	FCC Library Computers

Johnston Equipment 2005-2006		
Division	Description	Location
Library	2 circ computers 1 staff computer 1 barcode scanner 1 book detection unit	GHJ Circulation Desk GHJ Director's Office GHJ Circulation Desk GHJ Reading Room
Learning Lab	30 student computers 1 lab staff computer 1 barcode scanner	GHJ Lab GHJ Lab Offices GHJ Lab Media Desk
Media Services	No Equipment Purchased.	

Johnston Furniture 2005-2006		
Division	Description	Location
Library	No Furniture Purchased.	
Learning Lab	No Furniture Purchased.	
Media Services	No Furniture Purchased.	

During the summer of 2006, a new FCC Library and Learning Lab were occupied with all new furniture and new equipment except for 6 computers and various types of audiovisual equipment, which were retained from the old FCC Library.

Forrest Equipment 2005-2006		
Division	Description	Location
Library	8 student computers 1 book detection unit 1 circ terminal 1 barcode scanner 1 color printer	FCC Reading Room FCC Reading Room FCC Circulation Desk FCC Circulation Desk FCC Librarian's Office
Learning Lab	26 student lab computers 1 lab printer 10 online testing computers 1 online testing printer 2 staff computers 1 server	FCC Lab FCC Lab FCC Online Testing FCC Online Testing FCC Lab Offices FCC Lab Offices

Forrest Furniture 2005-2006		
Division	Description	Location
Library	6 study tables	FCC Reading Room
	1 study room table	FCC Study Room
	1 set of study carrels	FCC Reading Room
	2 media carrels	FCC Media Room
	1 online catalog table	FCC Reading Room
	54 student chairs	FCC Library
	3 lounge chairs	FCC Reading Room
	1 love seat	FCC Reading Room
	3 end tables	FCC Reading Room
	1 coffee table	FCC Reading Room
	8 90" ranges of shelving	FCC Reading Room
	1 fiction shelving	FCC Reading Room
	1 periodical shelving	FCC Reading Room
	1 display rack	FCC Reading Room
	1 circ desk	FCC Reading Room
	2 circ chairs	FCC Reading Room
	1 librarian's desk	FCC Library Office
	1 librarian's chair	FCC Library Office
	1 librarian's credenza	FCC Library Office
	1 librarian's table	FCC Library Office
	2 carts	FCC Library Workroom
Learning Lab	4 multiple section lab tables	FCC Lab
	28 student lab chairs	FCC Lab
	2 multiple section tables – OT	FCC Online Testing
	10 student online chairs	FCC Online Testing
	2 staff desks	FCC Lab Offices
	1 printer stand	FCC Online Testing
	2 staff bookshelves	FCC Lab Offices
	4 staff chairs	FCC Lab Offices
	1 file cabinet	FCC Online Testing

F. Program Summary and Recommendations

Strengths:
　　　1. A well qualified and dedicated staff
　　　2. A low rate of staff turnover
　　　3. A variety of services and instruction offered to students and faculty
　　　4. A relatively well equipped Learning Lab
　　　5. An attractive, remodeled facility

6. A new FCC Library and Learning Lab built during 2005-2006.
   The upgrade of the FCC Library and the addition of the Learning Lab will allow the staff to provide more and better services to students and faculty on that campus.

Weaknesses:
   1. Limited space for growth especially in Media Services
   2. Continued need for more computer technical support
   3. Additional shelving needed
   4. Too many old computers in use
   5. Lack of adequate Media Services equipment
   6. Lack of a technology classroom

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

General Education Review
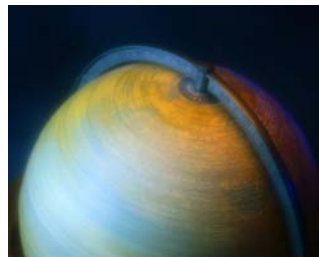
Pearl River Community College

2006 – 2007

General Education Review

Pearl River Community College

2006 – 2007

Pearl River Community College
General Education Review

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

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

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

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

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

Academic Basic Core

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

Academic Basic Core Program Objectives

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

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

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

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

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

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

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

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

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

CSC 1113
Introduction to Computing with Business Applications

General Education Competency: To be able to demonstrate computer literacy (i.e., basic knowledge, of computers and computer applications).

Course or Program Objectives:
1. To become familiar with desktop computers, mouse, keyboard, and operating system
2. To demonstrate basic knowledge of input, processing, output, storage, and communication devices and software used in a modern computer system
3. To become familiar with word processors, spreadsheets, presentation, database, web browsers (search the Internet and on-line library), and email software

Outcomes:
1. Students will demonstrate their knowledge of basic principles of computer concepts.
2. Students will demonstrate effective use of external hardware: mouse, keyboard, and monitor.
3. Students will demonstrate hands-on skills with word processing, electronic spreadsheet, Internet, web browser, email, presentation, and database management software.

Assessment Tools:
1. Weekly chapter-level examinations and a comprehensive final examination on principles of computer concepts
2. Lab projects in application software and the Internet
3. Lab practicals for word processing software and electronic spreadsheet Software
4. Textbook assignments
5. Review course materials annually

Assessment Results:
1. Grade lab assignments, weekly tests, practicals, and the final examination
2. Compare the results with previous and current students

Proposed use of Assessment Results:
1. Maintain adequate number of lab assignments
2. Monitor enrollment trends/withdrawal rates
3. Maintain up-to-date course materials

BAD 2533
Introduction to Computing with Business Applications

General Education Competency: To be able to demonstrate computer literacy (i.e., basic knowledge of computers and computer applications).

Course or Program Objectives:
1. To become familiar with desktop computers, mouse, keyboard, and operating system
2. To demonstrate basic knowledge of input, processing, output, storage, and communication devices and software used in a modern computer system
3. To become familiar with word processors, spreadsheets, presentation, database, web browsers (search the Internet and on-line library), and email software

Outcomes:
1. Students will demonstrate their knowledge of basic principles of computer concepts.
2. Students will demonstrate effective use of external hardware: mouse, keyboard, and monitor.
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1. Grade lab assignments, weekly tests, practicals, and the final examination
2. Compare the results with previous and current students

Proposed use of Assessment Results:
1. Maintain adequate number of lab assignments
2. Monitor enrollment trends/withdrawal rates
3. Maintain up-to-date course materials

ART 1113
Art Appreciation

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

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

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

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

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

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

MUS 1113
Music Appreciation

General Education Competency: Students will be able to listen perceptively to music to enhance their appreciation and understanding of music as an art form.

Course or Program Objectives:
1. Students will actively listen to significant works of music
2. Students will read and write many styles of music
3. Students will examine political, social, and cultural influences on music
4. Students will attend live performances of art music

Outcomes:
1. Ability to listen perceptively to music
2. Ability to analyze music heard
3. Ability to place music in its historical, cultural, or stylistic context
4. Ability to speak and write about music effectively

Assessment Tools:
1. Listening evaluations
2. Written evaluations
3. Class discussion and activities
4. Performance critiques
5. Informal observation/evaluation of student responses to music

Assessment Results:
1. Grade distribution data
2. Document student growth and development

Proposed use of Assessment Results:
1. Determine successful teaching tools and methods
2. Determine ways to improve teaching and learning
3. Compare results with other sections of Music Appreciation
4. Compile data on grade trends

SPT 2233
Theatre Appreciation

General Education Competency: To develop an appreciation and understanding of theatre as an art form

Course or Program Objectives:
1. Express an opinion of a theatrical event in written form
2. Objectively identify significant names, terms, and events of theatre
3. Express the elements of dramatic structure (i.e. plot, characters, theme, diction, music, spectacle, convention) in written form

Outcomes:
1. Assess a theatrical event an successfully communicate that assessment to others
2. Express the significant names, terms, and events studied
3. Identify and discuss the dramatic structural elements of plays studied

Assessment Tools:
1. The students will obtain a score of sixty percent or above on assigned criteria
2. To present written critiques of plays observed and read
3. To evaluate through tests
4. To present a written analysis of a play according to the structural elements of theatre

Assessment Results:
1. Grade distribution of written assignments
2. View conceptual knowledge based on test grade distributions
3. View student perception through analysis of written analysis

Proposed use of Assessment Results:
1. Incorporate Pre and Post testing of objective testing
2. Monitor enrollment trends/withdrawal rates of SPT 2233

MFL 1213
Elementary Spanish I

General Education Competency: To be able to read, write, speak and comprehend Spanish effectively

Course or Program Objectives:
1. To read and write dialogues and paragraphs in Spanish
2. To orally produce Spanish in a communicative manner
3. To understand aural input effectively

Outcomes:
1. Effective comprehension and production of brief written materials
2. Oral communication comprehensible by native speakers of Spanish
3. Effective comprehension of spoken Spanish

Assessment Tools:
1. Written examinations
2. In-class peer discussions
3. Oral examinations

Assessment Results:
1. Grade distribution data
2. Comparison of grade distribution with other sections of MFL 1213
3. Comparison of transfer data when available

Proposed use of Assessment Results:
1. Monitor grade distribution trends
2. Monitor transfer data

HIS 1163
World Civilization I

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

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

Outcomes:
1. Effective research and organizational skills
2. Knowledge of different civilizations into the seventeenth century
3. Understanding of how the past molds the attitudes, belief, perceptions, and actions of the present and future

Assessment Tools:
1. Reading quizzes
2. Outside assignments
3. In-class discussion
4. Major exams

Assessment Results:
1. Grade distribution data
2. Comparison of grade distribution data of other sections of HIS 1163

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

HIS 1173
World Civilization II

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

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

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

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

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

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

HIS 2213
American (United States) History I

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

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

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

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

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

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

HIS 2223
American (United States) History II

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

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

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

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

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

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

PHI 1113
Old Testament Survey

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

Course or Program Objectives:
1. To identify key persons and events in the Old Testament
2. To display and knowledge and understanding of Old Testament civilizations and societies

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

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

Assessment Results:
1. Grade distribution data

Proposed use of Assessment Results:
1. To find strength for further study in the field of theology
2. To assign three hours credit to those who meet the minimum requirements

PHI 1133
New Testament Survey

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

Course or Program Objectives:
   1. To identify key persons and events in the New Testament
   2. To display knowledge and understanding of New Testament civilizations and societies

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

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

Assessment Results:
   1. Grade distribution data

Proposed use of Assessment Results:
   1. To find strength for further study in the field of theology
   2. To assign three hours credit to those students who have met the minimum requirement

ENG 2423
World Literature I

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

Course or Program Objectives:
1. The student will be knowledgeable of major world literary works written before A.D. 1650.
2. The student will be able to analyze literature.

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

Assessment Tools:
1. Quizzes and examinations
2. Classroom discussions

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

Proposed use of Assessment Results:
1. The assessment results will be used to review and improve instruction.

ENG 2433
World Literature II

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

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

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

Assessment Tools:
1. Quizzes and examinations
2. Classroom discussions

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

Proposed use of Assessment Results:
1. The assessment results will be used to revise and improve instruction.

MAT 1313
College Algebra

General Education Competency: To demonstrate a knowledge of basic principles of mathematics

Course or Program Objectives:
1. Students should understand the concepts of functions, graphing, and systems of equations
2. Students should develop their problem solving ability
3. Students should see the connection in the mathematics in this course with that in other courses, such as calculus, chemistry, physics, and finite mathematics
4. Develop critical thinking skills in all students

Outcomes:
1. Effective problem solving skills
2. Develop the skills students need to continue their study of mathematics and science

Assessment Tools:
1. Examinations
2. Group work in class
3. Observation of students during class
4. Monitor their progress in other mathematics courses

Assessment Results:
1. Grade distribution data
2. Student attitudes to algebra

Proposed use of Assessment Results:
1. Monitor withdrawal rates
2. Evaluate assignments
3. Evaluate the course objectives with those of other schools in our area

BIO 1131/1133
General Biology I and Laboratory

General Education Competency: To describe the nature of biology and the significance of living organisms to their environment

Course or Program Objectives:
1. To understand the structure and function of the basic unit of life (cell) and its relationship to the environment
2. To understand a cell's capabilities concerning reproduction, heredity, chemistry, osmotic balance, and the production and utilization of energy
3. To understand the value of Biology

Outcomes:
1. Critical thinking skills learned from eight basic science process skills
2. Using biological scientific principles learned to solve problems
3. Hands-on usage of scientific equipment such as compound microscopes, dissecting microscopes, and metric rulers

Assessment Tools:
1. Observing student actions, both in lecture and laboratory
2. Small interactive groups in lecture
3. Examinations
4. Homework
5. Hand-on projects or activities

Assessment Results:
1. Student assessments
2. Grade distribution data
3. Attitudes of students toward science

Proposed use of Assessment Results:
1. Evaluate group assignments
2. Evaluate laboratory assignments
3. Monitor withdrawal rates

BIO 1143/1144
General Biology II and Laboratory

General Education Competency: To describe the nature of biology and the significance of living organisms to their environment

Course or Program Objectives:
1. To describe and illustrate a survey of the viruses and monera, protista, fungi, plantae, and animalia kingdoms
2. To observe structural, functional, and adaptational relationships of the classification groups of all living organisms
3. To describe and review human body systems

Outcomes:
1. Critical thinking skills learned
2. Become aware of unique characteristics of each classification group of living organisms
3. Students will connect the biology learned with their experiences in the real world

Assessment Tools:
1. Observing student actions, both in lecture and laboratory
2. Small interactive groups in lecture
3. Examinations
4. Homework
5. Hands-on projects or activities

Assessment Results:
1. Student assessments
2. Grade distribution data
3. Attitudes of students toward biology

Proposed use of Assessment Results:
1. Evaluate group assignments
2. Evaluate laboratory assignments
3. Monitor withdrawal rates

CHE 1211/1213
General Chemistry I and Laboratory

General Education Competency: To understand general principles of chemistry, how to think logically and how to evaluate science

Course or Program Objectives:
1. Students should understand what the chemistry they are learning is about in terms of a strong base in concepts
2. Students should learn both how to use the chemistry they are learning and when to use it
3. Students should connect the chemistry they are learning with their experiences in the real world
4. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge

Outcomes:
1. Effective problem solving skills
2. Understanding of the atomic nature of molecules and what is occurring in chemical reactions
3. Facility in translating the variety of representations used in chemistry (i.e. verbal/written descriptions of a chemical situation, algebraic, graphical representations, etc.)
4. Be able to use chemistry principles in ways or circumstances that they have not previously seen

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

Assessment Results:
1. Grade distribution data
2. Student attitudes to science in general chemistry

Proposed use of Assessment Results:
1. Monitor withdrawal rates to determine if changes in classes helped
2. Evaluate laboratory assignments and modify them as needed to help students learn
3. Evaluate group assignments and modify them as needed to help students learn
4. Evaluate teaching methods and modify them as needed to help students learn

CHE 1223/1221
General Chemistry II and Laboratory

General Education Competency: To understand general principles of chemistry, how to think logically and how to evaluate science

Course or Program Objectives:
1. Students should understand what the chemistry they are learning is about in terms of a strong base in concepts
2. Students should learn both how to use the chemistry they are learning and when to use it
3. Students should connect the chemistry they are learning with their experiences in the real world
4. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge

Outcomes:
1. Effective problem solving skills
2. Understanding of the atomic nature of molecules and what is occurring in chemical reactions
3. Facility in translating the variety of representations used in chemistry (i.e. verbal/written descriptions of a chemical situation, algebraic, graphical representations, etc.)
4. Be able to use chemistry principles in ways or circumstances that they have not previously seen

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

Assessment Results:
1. Grade distribution data
2. Student attitudes to science in general chemistry

Proposed use of Assessment Results:
1. Monitor withdrawal rates to determine if changes in classes helped
2. Evaluate laboratory assignments and modify them as needed to help students learn
3. Evaluate group assignments and modify them as needed to help students learn
4. Evaluate teaching methods and modify them as needed to help students learn

PHY 2241/2243
Physical Science Survey I and Laboratory

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

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

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

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

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

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

PHY 2253
Physical Science Survey II

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

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

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

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

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

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

PHY 2414
General Physics I (Laboratory included)

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

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

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

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

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

Proposed use of Assessment Results:
1. Monitor withdrawal rates
2. Evaluate laboratory assignments
3. Evaluate group assignments
4. Administer the Force Concept Inventory (a research-based concept survey) as a pre/post survey for PHY 2414

PHY 2424
General Physics II (Laboratory included)

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

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

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

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

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

Proposed use of Assessment Results:
1. Monitor withdrawal rates
2. Evaluate laboratory assignments
3. Evaluate group assignments

SPT 1113
Oral Communication

General Education Competency: To be able to read, write, speak and comprehend Standard English effectively

Course or Program Objectives:
1. Clearly communicate orally and in written form
2. Think logically and problem-solve
3. Clarify values

Outcomes:
1. Communicate clearly and coherently in a speech outline and in the delivery of speeches
2. Apply reasoning concepts and problem-solving techniques to the organization, development and delivery of speeches
3. Identify and demonstrate the human values inherent in the development and delivery of speeches by comparing different cultural, religious, political and economic beliefs as well as comparing psychological and sociological viewpoints.

Assessment Tools:
1. To present informative and persuasive speeches to be evaluated by instructor
2. To evaluate through speech presentations and tests
3. Instructors will require questionnaires as part of the preparation and audience analysis for persuasive speeches

Assessment Results:
1. Speech grade distribution based on speech type
2. View conceptual knowledge based on test grade distribution
3. View student perception through audience analysis documentation

Proposed use of Assessment Results:
1. Incorporate pre- and post-testing of objective testing
2. Monitor enrollment trends and withdrawal rates of SPT 1113

GEO 1113
World Geography

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

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

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

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

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

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

PSC 1113
American National Government

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

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

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

Assessment Tools:
1. Examinations
2. Research assignments
3. Class participation

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

Proposed use of Assessment Results:
1. Assess the effect of assignments in PSC 1113
2. Monitor enrollment trends/withdrawal rates of PSC 1113

PSY 1513
General Psychology I

General Education Competency: Students will understand the major concepts and principles used in the field of psychology, and gain an organizing framework for understanding human behavior

Course or Program Objectives:
1. To familiarize the students with facts, concepts, and terminology common to general psychology
2. To provide students with a scientific basis for understanding thoughts, emotions, and behavior
3. To provide students with fundamental knowledge to begin effective understanding of human behavior

Outcomes:
1. Demonstrate knowledge of psychological facts, concepts, and terminology
2. Effective understanding of scientific research
3. Improve the application of psychological knowledge in understanding self as well as others

Assessment Tools:
1. Chapter quizzes and hour examinations
2. Written assignments
3. In-class activities
4. Comprehensive final examination

Assessment Results:
1. Grade distribution
2. Comparison of grade distribution data of other sections of PSY 1513
3. Analysis of student understanding of in class activities and written assignments

Proposed use of Assessment Results:
1. College credit awarded for successful completion of course
2. Contributing factor for grade point average

SOC 2113
Introduction to Sociology

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

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

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

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

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

Proposed use of Assessment Results:
1. Planning to content for sophomore level sociology classes
2. Planning content, new lecture material, and teaching methods for Sociology 2113 classes

ENG 1113
English Composition I

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

Course or Program Objectives:
1. To practice expository writing in response to specific readings with emphasis on standard written English
2. To improve ability to use the writing process in learning
3. To learn to find material in the library and online and document it appropriately

Outcomes:
1. To be able to edit a piece of writing to improve its sentence structure, grammar, and mechanics
2. To be able to assemble a working bibliography for a given subject
3. To demonstrate understanding of what has been read

Assessment Tools:
1. Essays
2. Bibliographies

Assessment Results:
1. Grade distribution data
2. Comparisons of grade distributions with other sections of English Composition I
3. Comparison of transfer data when available

Proposed use of Assessment Results:
1. College credit awarded
2. Prerequisite for next level of English Composition

ENG 1123
English Composition II

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

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

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

Assessment Tools:
  1. Tests
  2. Essays
  3. Research paper

Assessment Results:
  1. Grade distribution data

Proposed use of Assessment Results:
  1. Prerequisite for literature classes

HPR 1752
Nutrition and Wellness

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

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

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

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

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

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

HPR 1213
Personal and Community Health

General Education Competency: The purpose of this course is to teach the student, through the components of wellness, about specific health behaviors. This course will help the student understand personal health behaviors by aiding the student in acquiring sound health-related attitudes and behaviors, improving skills in health decision making, offering learning experiences to improve self-esteem, developing a sense of personal self-control and educating the student toward health-related life time goals to achieve the student's full potential.

Course or Program Objectives:
1. To provide effective and up-to-date instruction in the areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives
2. To evaluate current level of fitness
3. To provide student with recent information on a wide variety of health topics and teach how lifestyle effects health status

Outcomes:
1. Student will incorporate healthy behaviors and attitudes into their daily lives
2. Student will gain an understanding of current fitness level and how to improve it
3. Student will learn that current lifestyles effect future health

Assessment Tools:
1. Student will keep a daily log of their physical exercise
2. Resting blood pressure, resting heart rate, cardio-endurance (three minute step test), muscular endurance (push-ups), and flexibility (sit and reach box) are all measured at the beginning of the semester and again at the end of the semester

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

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

Challenges

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

Challenge in the 2003 – 2004 General Education Review
> Students have the opportunity to meet with an advisor of their choice, but because of the online registration system available at Pearl River Community College, a majority of students do not take advantage of this service. Therefore, students may not be exposed to all of the courses that comprise the General Education curriculum. The guidance counselors are encouraging faculty and students to be involved in the process of advisement. A suggested solution to the current situation would be the requirement of faculty/student interaction prior to allowing the student online registration privileges each semester.

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

Challenge in the 2003 – 2004 General Education Review
> Faculty members would benefit from receiving consultation concerning the General Education curriculum.   The advantage of these potential sessions would allow instructors to better understand that their subject matter is not to be taught in isolation but instead is to be delivered in a holistic manner that allows the entire General Education program to benefit. Interaction related to General Education would involve individual faculty members and departments in the planning, delivering, and assessing of the General Education experience they desire students to have.

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

Challenge in the 2003 – 2004 General Education Review
> Additional forms of effective assessment continually need to be explored.

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

Challenge in the 2003 – 2004 General Education Review
   The assessment surveys need to be revisited each year. It is vital objectives be reviewed
   annually.

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