

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEWS



**COLLEGE LIBRARIES
GENERAL EDUCATION**

2009 - 2010

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

MISSION STATEMENT

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

STRATEGIC GOALS

- 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 representatives from the Southern Association of Colleges and Schools Commission on Colleges.

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

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

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

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601-403-1060.

PEARL RIVER COMMUNITY COLLEGE



**COLLEGE LIBRARIES
PROGRAM REVIEW**

2006 - 2009

PEARL RIVER COMMUNITY COLLEGE

COLLEGE LIBRARIES DEPARTMENT

2006-2009 PROGRAM REVIEW

PEARL RIVER COMMUNITY COLLEGE
COLLEGE LIBRARIES DEPARTMENT

A. Description/Purpose/History

PURPOSE

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

GOALS

1. To select, acquire, and organize print, non-print, and online materials that will meet the needs of faculty, staff, and students in an atmosphere that encourages learning.
2. To provide comprehensive, current collections of diverse materials and formats purchased in compliance with sound selection guidelines.
3. To provide appropriate technology in order to enhance learning, instruction, and information retrieval.
4. To adequately staff College Libraries facilities on all three campuses with qualified individuals and to serve users in a professional manner.
5. To maintain and develop College Libraries services that meet the educational needs and interests of the college community.
6. To provide resources to the distance education learner as well as the traditional learner.
7. To serve as an extension of the classroom by providing an orientation program that teaches effective use of the College Libraries' resources and encourages the use of all materials.
8. To provide media services to faculty and staff in order to support them in their teaching and presentations.
9. To cooperate with other institutions, libraries, and agencies in the sharing of resources throughout the state.

HISTORY

Pearl River County Agricultural High School opened its doors to students in 1909 with a very limited budget for books and supplies. For the next twelve years the books for reading were obtained as gifts from friends of education. There was no definite assigned place to house them so they were kept in the various classrooms.

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

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

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

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

A 5,000 square foot learning assistance laboratory was added to the library in 1990-1991. The lab began with twenty-five networked computers and the audiovisual hardware and software

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

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

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

The Hancock Center Library/Lab moved from the center's conference room to their own location in the summer of 2008, and a part-time staff member was hired. This new facility was occupied in the Fall of 2008.

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

B. Curriculum/Instruction

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

Developmental Mathematics (MAT 1103) is actually taught in the GHJ Lab each semester, and all developmental English and Reading classes meet in the GHJ Lab at least once a week during class time. Instructors across the curriculum regularly make library and lab assignments to be completed after regular class time. Online chapter quizzes are administered for PSY 1513 General Psychology, EPY 2513 Child Psychology, HIS 1163 World Civilization I, HIS 1173 World Civilization II, SOC 2113 Introduction to Sociology, SOC 2133 Social Problems, and CRJ 1383 Criminology using lab software. Instructors also allow students to work on extra credit assignments in the lab in American (ENG 2223 and 2233), World (ENG 2423 and 2433),

and British Literature (ENG 2323 and 2333), Computer Science (CSC 1113), and English Composition I and II (ENG 1113 and 1123).

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

	2006-2007	2007-2008	2008-2009
GILJ Library Orientations	94	87	79
GHJ Lab Orientations	81	89	93
FCC Library Orientations	45	31	43
FCC Lab Orientations	37	21	50
HAN Library Orientations	13	14	3
HAN Lab Orientations	N/A	N/A	2
GHJ Lab Computer Usage	22,902	24,085	30,733
FCC Lab Computer Usage	8,556	12,556	13,781
HAN Lab Computer Usage	N/A	N/A	1,925
GHJ Library/Lab Door count	88,018	90,441	104,771
FCC Library/Lab Door count	44,429	58,731	69,849
HAN Library/Lab Door count	N/A	N/A	2,875
GHJ Lab Online Tests	1,661	1,901	2,463
FCC Lab Online Tests	1,880	2,411	3,043
HAN Lab Online Tests	N/A	N/A	154
Total # of Orientations	270	242	270
Total # Lab Computer Usages	31,458	36,641	46,439
Total # Door counts	132,447	149,172	177,495
Total # Online Tests	3,541	4,312	5,660

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

GARVIN H. JOHNSTON LIBRARY CIRCULATION STATISTICS

YEAR	LIBRARY BOOKS	LIBRARY eBOOKS	LIBRARY PERIODICALS	* ONLINE PERIODICALS	LIBRARY RESERVES	CLASSES IN LIBRARY
2006-2007	3,754	1,706	1,586	57,306	540	313
2007-2008	1,800	2,118	1,295	74,770	409	337
2008-2009	691	2,836	411	96,032	608	342

*Includes online journal/database searches for both campuses.

GARVIN H. JOHNSTON LAB CIRCULATION STATISTICS

YEAR	LAB AV	LAB EQUIPMENT	COMPUTER SOFTWARE	LAB ORIENTATIONS	CLASSES IN LAB	MSVCC TESTS
2006-2007	823	26	22,902	81	747	1,665
2007-2008	878	31	24,240	89	860	1,901
2008-2009	701	5	30,733	93	965	2,463

FORREST COUNTY CENTER LIBRARY CIRCULATION STATISTICS

YEAR	LIBRARY BOOKS	LIBRARY PERIODICALS	LIBRARY RESERVES	LIBRARY AV	LIBRARY EQUIPMENT	CLASSES IN LIBRARY
2006-2007	852	153	113	256	178	67
2007-2008	969	222	356	155	13	84
2008-2009	733	177	246	122	15	36

YEAR	LAB COMPUTER SOFTWARE	LAB ORIENTATIONS	LAB MSVCC TESTS	CLASSES IN LAB
2006-2007	8,556	37	1,880	196
2007-2008	12,556	21	2,411	329
2008-2009	13,781	50	3,043	435

HANCOCK CENTER LIBRARY CIRCULATION STATISTICS

YEAR	LIBRARY BOOKS	LIBRARY RESERVES	COMPUTER USAGE	LIBRARY PERIOD.	LAB AV	LIBRARY EQUIP.	COMPUTER SOFTWARE	MSVCC TESTS
2006-2007	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007-2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-2009	40	0	1,925	0	23	0	0	154

C. Staffing

PROFESSIONAL DEVELOPMENT

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

2006-2007

- Blackboard Users Group and Creating Futures Through Technology Conference attended by GHJ Lab Coordinator and FCC English Lab Instructor.
- Insite Training attended by Director of College Libraries, GHJ Lab Coordinator, GHJ English Lab and Mathematics Lab Instructors, and FCC English/Reading Lab Instructor.
- Harbrace Online Training attended by Director of College Libraries, GHJ Lab Coordinator, and GHJ English Lab Instructor.
- SOLINET (Southeastern Library Network) meeting at Mississippi Library Commission attended by Director of College Libraries and GHJ Public Services Librarian.
- Turn It In Software Training attended by Director of College Libraries and GHJ English Lab Instructor.
- Community College Library Directors and Online Resources meeting at SBCJC office attended by Director of College Libraries and GHJ Public Services Librarian.
- GHJ Library staff member attended college Disabilities Committee meetings.
- FCC Lab Coordinator attended an MSVCC proctor training in Jackson and an online Excel class.

2007-2008

- All staff members, both professional and support staff, attended Safety and Security workshops conducted by the college.
- One GHJ lab instructor and one FCC English/Reading lab instructor attended the state Creating Futures through Technology Conference.
- The director, one GHJ librarian, one GHJ lab instructor, and one FCC lab instructor attended a workshop on Copyright Issues for E-Learning.
- Blackboard training sessions were attended by two FCC lab instructors and two GHJ lab instructors.
- A Memorization workshop was attended by an FCC lab instructor.
- The director, one GHJ librarian, and one GHJ lab instructor attended a workshop on The 21st Century Classroom.
- A Classroom Technology Solutions-Podcasting workshop was attended by the director, one GHJ librarian, and one GHJ lab instructor.

2008-2009

- All staff members, both professional and support staff, attended professional development workshops conducted by the college.
- GHJ lab coordinator and FCC English/Reading lab instructor attended the state Creating futures through Technology Conference.
- College Libraries Director and GHJ Public Services Librarian attended a state MAGNOLIA and MELO meeting at the SBCJC office.
- FCC lab instructor attended several Blackboard workshops on test management and grades, WIMBA, and Symposium 101-Novice.
- GHJ Public Services Librarian and one GHJ lab support staff member attended a college workshop on Autism Spectrum Disorders.
- GHJ Learning Lab Coordinator attended a workshop on Clickers.
- GHJ English Lab instructor attended a college workshop on Making Technology Fit Your Teaching Style.
- GHJ Mathematics Lab instructor attended a Disability Software Training Workshop.
- GHJ Lab support staff member attended a college safety workshop.
- GHJ Library support staff member attended a Staples Online Ordering workshop.
- All support staff, both campuses, attended a National Association of Educational Office Professionals meeting.

CREDENTIALS

The college requires that each librarian has a Master's degree in Library and Information Science, preferably an ALA accredited degree. A Lab professional staff member is required to have a bachelor's degree in one of the areas taught at the college with a master's degree preferred. All four librarians have graduate level degrees in library science and all professional lab staff members have at least a master's degree in their fields. The librarians and professional lab staff members have many years of experience in their areas. The Media Specialist with a bachelor's degree completes the professional staff. The support staff members work with the professional staff in providing a variety of services. All support staff members are well qualified for their positions that they hold. Together this staff works to meet the college libraries' goals.

Professional Staff: 2006-2007

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of College Libraries (JD)	FT	Master's plus 30	August 1976
GHJ Public Services Librarian (TS)	FT	Master's 05/2005	August 1992
GHJ System/Technical Processing Librarian (DH)	FT	Master's	July 2002
FCC Librarian (MB)	FT	Master's	August 1995
GHJ Learning Lab Coordinator & Science/Social Science Instructor (SS)	FT	Master's plus 15	August 2005
GHJ Mathematics Instructor/Computer System Administrator (BD)	FT	Master's	August 2006
GHJ English/Reading Instructor (EC)	FT	Bachelor's	August 2006
FCC Lab Coordinator & Science/Mathematics Instructor (EE)	FT	Master's	08/1987-05/1990 08/1991-05/2005 08/2006-Lab
FCC English/Reading Instructor (JP)	PT 3/5	Ed.S	November 1993
GHJ Media Specialist (CS)	FT	Bachelor's	August 2000

Support Staff: 2006-2007

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990
GHJ Library Assistant (11 mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (EH)	FT	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.) (BC)	FT	.5 years college	August 1991
GHJ Learning Lab/Online Testing Assistant (MJ)	FT	1 year college	December 2005
FCC Library Assistant (BL)	FT	2 years college	August 2003
FCC Learning Lab Assistant (AM)	FT	3.5 years college	November 2006

Professional Staff: 2007-2008

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of College Libraries (JD)	FT	Master's plus 30	August 1976
GHJ Public Services Librarian (TS)	FT	Master's 05/2005	August 1992
GHJ System/Technical Processing Librarian (DH)	FT	Master's	July 2002
FCC Librarian (MB)	FT	Master's	August 1995
GHJ Learning Lab Coordinator & Science/Social Science Instructor (SD)	FT	Master's	August 2005
GHJ Mathematics Instructor/Computer System Administrator (BD)	FT	Master's plus 15	August 2006
GHJ English/Reading Instructor (EC)	FT	Master's 12/2006	August 2006
FCC Lab Coordinator & Science/Mathematics Instructor (EE)	FT	Master's	08/1987-05/1990 08/1991-05/2005 08/2006-Lab
FCC English/Reading Instructor (JP)	PT 4/5	Ed.S.	November 1993
GHJ Media Specialist (CS)	FT	Bachelor's	August 2000

Support Staff: 2007-2008

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990
GHJ Library Assistant (11 mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (EH)	FT	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.) (MB)	FT		January 2007 July 2007-Lab
GHJ Learning Lab/Online Testing Assistant (MJ)	FT	1 year college	December 2005
FCC Library Assistant (BL)	FT	2 years college	August 2003
FCC Learning Lab Assistant (AM)	FT	3.5 years college	November 2006

Professional Staff: 2008-2009

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of College Libraries (JD)	FT	Master's plus 30	August 1976
GHJ Public Services Librarian (TS)	FT	Master's 05/2005	August 1992
GHJ System/Technical Processing Librarian (DH)	FT	Master's	July 2002
FCC Librarian (MB)	FT	Master's	August 1995
GHJ Learning Lab Coordinator & Science/Social Science Instructor (SD)	FT	Master's plus 15 12/2007	August 2005
GHJ Mathematics Instructor/Computer System Administrator (BD)	FT	Master's plus 30	August 2006
GHJ English/Reading Instructor (EC)	FT	Master's	August 2006
FCC Lab Coordinator & Science/Mathematics Instructor (EE)	FT	Master's	08/1987-05/1990 08/1991-05/2005 08/2006-Lab
FCC English/Reading Instructor (JP)	PT 4/5	Ed.S.	November 1993
GHJ Media Specialist (CS)	FT	Bachelor's	August 2000

Support Staff: 2008-2009

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990
GHJ Library Assistant (11 mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (EH)	FT	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.) (MB)	FT		July 2007
GHJ Learning Lab/Online Testing Assistant (SG)	FT	2 year college	November 2008
FCC Library Assistant (BL)	FT	2 years college	August 2003
FCC Learning Lab Assistant (AM)	FT	3.5 years college	November 2006
HAN Library Technical Assistant (MW)	PT 2/5	Master's plus 15	August 2008

D. Resources (Physical and Financial)

PHYSICAL

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

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

LIBRARY PRINT MATERIALS STATISTICS – GARVIN H. JOHNSTON							
YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2006-2007	2.31	53,371	1,341	340	52,253	7,353	59,606
2007-2008	2.40	45,394	921	182	53,034	7,369	60,403
2008-2009	2.45	41,654	1,030	547	54,955	7,511	62,466

LIBRARY PRINT MATERIALS STATISTICS – FORREST COUNTY CENTER							
YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2006-2007	1.43	20,714	921	42	5,637	107	5,744
2007-2008	1.10	15,684	484	55	6,035	107	6,142
2008-2009	1.08	13,187	430	610	5,557	107	5,664

2007-2008 FCC Learning Lab Budget from Enlargement and Improvement funds & not included in % of budget.

LIBRARY PRINT MATERIALS STATISTICS - HANCOCK CENTER

YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2006-2007	.03	7,137	252	0	252	0	252
2007-2008	.00	64,645	1,818	5	2,638	0	2,638
2008-2009	.09	203	229	5	2,864	0	2,864

2007-2008 Hancock budget from HERA grant funding.
 2008-2009 grant funding.

LIBRARY PRINT MATERIALS STATISTICS - TOTAL ALL CAMPUSES

YEAR	% OF BUDGET	EXPENDED ON BOOKS	BOOK ADDITIONS	WITH-DRAWLS	TOTAL BOOKS	# OF BOUND PERIOD.	TOTAL PRINT COLLECTION
2006-2007	3.77	81,222	2,514	382	58,142	7,460	65,602
2007-2008	3.5	125,723	3,223	242	61,707	7,476	69,183
2008-2009	3.62	55,044	1,689	1,162	63,376	7,618	70,994

CATEGORY	Total # JOHNSTON 2006-2007	Value JOHNSTON 2006-2007	Total # FORREST 2006-2007	Value FORREST 2006-2007	Total # HANCOCK 2006-2007	Value HANCOCK 2006-2007	Total # PRCC 2006-2007	Value PRCC 2006-2007
Books	52,253	1,495,446.43	5,637	254,397.56	805	22,922.41	58,695	1,772,766.40
Bound Periodicals	7,353	239,881.99	107	1,503.42	0	0	7,460	241,385.41
Microfilm Reels	4,304	238,380.41	0	0	0	0	4,304	238,380.41
Microfiche Volumes	2,704	265,557.91	0	0	0	0	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0	0	0	459	10,839.09
CD-ROMs	310	51,614.72	110	21,976.97	26	643.55	446	74,235.24
Computer Disks	128	23,713.92	10	1,192.00	0	0	138	24,905.92
DVD's	57	3,309.33	38	1,786.80	51	2,030.17	146	7,126.30
Klits	4	1,999.95	39	26,568.95	0	0	43	28,568.90
Manuals	397	11,478.34	18	448.85	0	0	415	11,927.19
Slide Sets	6	214.00	27	1,965.96	0	0	33	2,179.96
Sound Disks	43	1,129.13	9	130.95	0	0	52	1,260.08
Transparency Sets	9	1,049.36	0	0	0	0	9	1,049.36
Videocassettes	4,103	198,460.38	521	39,436.89	34	1,048.95	4,658	238,946.22
Video Disks	0	0	0	0	0	0	0	0
Subtotal	72,130	2,543,074.96	6,516	349,408.35	916	26,645.08	79,562	2,919,128.39
Furniture	856	199,821.45	157	132,786.42	33	3,372.82	1,046	335,980.69
Equipment	506	263,190.61	193	84,630.02	0	0	699	347,820.63
Total	73,492	3,006,087.02	6,866	566,824.79	949	30,017.90	81,307	3,602,929.71
eBooks	25,412		25,412		25,412		25,412	

CATEGORY	Total # JOHNSTON 2007-2008	Value JOHNSTON 2007-2008	Total # FORREST 2007-2008	Value FORREST 2007-2008	Total # HANCOCK 2007-2008	Value HANCOCK 2007-2008	Total # PRCC 2007-2008	Value PRCC 2007-2008
Books	53,034	1,534,659.42	6,035	261,056.37	2,638	89,481.13	61,707	1,885,196.92
Bound Periodicals	7,369	241,164.99	107	1,503.42	0	0	7,476	242,668.41
Microfilm Reels	4,338	247,432.41	0	0	0	0	4,338	247,432.41
Microfiche Volumes	2,704	265,557.91	0	0	0	0	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0	0	0	459	10,839.09
CD-ROMs	372	53,678.51	141	23,405.50	30	8,111.84	543	85,195.81
Computer Disks	128	23,713.92	10	1,192.00	0	0	138	24,905.92
DVD's	218	10,789.32	68	3,938.50	166	4,605.23	452	19,333.05
Kits	4	1,999.95	39	26,568.95	2	338.71	45	28,907.61
Manuals	354	8,433.39	39	970.55	3	251.70	396	9,655.64
Slide Sets	6	214.00	27	1,965.96	0	0	33	2,179.96
Sound Disks	54	2,310.91	15	200.96	0	0	69	2,511.87
Transparency Sets	9	1,049.36	0	0	0	0	9	1,049.36
Videocassettes	4,115	199,042.08	526	39,984.72	35	1,248.95	4,676	240,275.75
Video Disks	0	0	0	0	0	0	0	0
Subtotal	73,164	2,600,885.26	7,007	360,786.93	2,874	104,037.56	83,045	3,065,709.75
Furniture	911	211,910.45	162	133,538.03	82	56,703.76	1,155	402,152.24
Equipment	533	281,636.17	209	89,653.80	52	32,538.90	794	403,828.87
Total	74,608	3,094,431.88	7,378	583,978.76	3,008	193,280.22	84,994	3,871,690.86
eBooks	26,418		26,418		26,418		26,418	

CATEGORY	Total # JOHNSTON 2008-2009	Value JOHNSTON 2008-2009	Total # FORREST 2008-2009	Value FORREST 2008-2009	Total # HANCOCK 2008-2009	Value HANCOCK 2008-2009	Total # PRCC 2008-2009	Value PRCC 2008-2009
Books	54,955	\$ 1,582,694.22	5,557	\$ 214,425.70	2,864	\$ 95,779.43	63,376	1,892,899.35
Bound Periodicals	7,511	256,568.84	107	1,503.42	0	0	7,618	258,072.26
Microfilm Reels	4,338	247,432.41	0	0	0	0	4,338	247,432.41
Microfiche Volumes	2,704	265,557.91	0	0	0	0	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0	0	0	459	10,839.09
CD-ROMs	386	55,580.98	145	29,638.30	32	8,122.34	563	93,341.62
Computer Disks	128	23,713.92	10	1,192.00	0	0	138	24,905.92
DVD's	335	14,093.77	84	7,334.71	169	4,643.21	588	26,071.69
Kits	4	1,999.95	5	368.95	2	338.71	11	2,707.61
Manuals	365	8,618.39	40	1,079.75	3	251.70	408	9,949.84
Slide Sets	6	214.00	4	1,744.70	0	0	10	1,958.70
Sound Disks	68	2,535.36	15	200.96	0	0	83	2,736.32
Transparency Sets	9	1,049.36	0	0	0	0	9	1,049.36
Videocassettes	4,104	198,714.63	503	38,068.50	35	1,248.95	4,642	238,032.08
Video Disks	0	0	0	0	0	0	0	0
Subtotal	75,372	2,669,612.83	6,470	294,556.99	3,105	110,384.34	84,947	3,074,554.16
Furniture	840	234,995.59	170	137,717.22	82	56,703.76	1,092	429,416.57
Equipment	564	310,852.31	207	88,987.75	52	32,538.90	823	432,378.96
Total	76,776	\$ 3,215,460.73	6,847	\$ 521,261.96	3,239	\$ 199,627.00	86,862	3,936,349.69
eBooks	29,747		29,747		29,747		29,747	

FINANCIAL

The Association of College and Research Libraries (ACRL) recommends that each college budget six percent of the total college budget for learning resources. While Pearl River does not meet this recommendation, the college strives to support the College Libraries department with as much funding as possible. New equipment and furniture for the Forrest County Center Library and Learning Lab were purchased through the college's Enlargement and Improvement fund. The Hancock Center Library budget was originally allocated from this fund. In addition, the Hancock Center's Library and Lab furniture and equipment were purchased through funding from a HERA grant. All campus libraries have benefited from funding through the College's Enlargement and Improvement funds. Below is a chart of the budgets for all of the campuses for the last three years.

Johnston

CATAGORY	BUDGETED 2006-2007	EXPENDED 2006-2007	BUDGETED 2007-2008	EXPENDED 2007-2008	BUDGETED 2008-2009	EXPENDED 2008-2009
Salaries/Benefits	399,851	352,438	546,566	548,117	583,053	582,603
Print Materials	54,092	53,371	49,334	45,394	41,895	41,654
Current Serials	17,846	6,714	7,490	7,411	7,668	7,262
Microforms	0	0	0	0	0	0
Computer Software	1,471	2,375	2,234	2,273	1,684	2,166
Audiovisual Mat.	1,663	936	6,391	6,873	2,271	2,501
Other Material	12,523	9,484	15,485	17,375	9,947	9,803
Preservation	11,450	231	1,450	0	319	319
Equipment	4,443	13,143	6,521	5,871	4,176	4,985
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	12,235	12,139	15,261	15,261	31,830	37,290
All Other Items	162,001	151,321	47,855	42,089	43,948	45,089
Postage	351	505	321	326	321	560
Total Budget	667,926	602,657	698,908	690,990	727,112	734,231

Forrest

CATAGORY	BUDGETED 2006-2007	EXPENDED 2006-2007	BUDGETED 2007-2008	EXPENDED 2007-2008	BUDGETED 2008-2009	EXPENDED 2008-2009
Salaries/Benefits	172,874	289,997	272,487	270,373	281,466	284,684
Print Materials	21,821	20,714	17,099	15,684	15,162	13,187
Current Serials	7,674	4,187	6,580	4,572	5,158	5,089
Microforms	0	0	0	0	0	0
Computer Software	1,469	2,420	1,890	1,890	5,937	5,937
Audiovisual Mat.	0	585	2,399	2,501	3,356	3,356
Other Material	1,264	7,650	3,152	4,749	3,507	4,280
Preservation	0	1,525	0	0	0	0
Equipment	0	14,140	3,088	3,088	120	120
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	27,475	28,087	3,938	3,938	117	117
All Other Items	3,018	3,695	2,065	708	5,566	6,085
Postage	0	0	50	35	0	0
Total Budget	235,595	373,000	312,748	309,821	320,389	322,855

Hancock

CATAGORY	BUDGETED 2006-2007	EXPENDED 2006-2007	BUDGETED 2007-2008	EXPENDED 2007-2008	BUDGETED 2008-2009	EXPENDED 2008-2009
Salaries/Benefits	0	0	0	0	24,835	24,161
Print Materials	7,000	7,137	0	64,645	1,000	203
Current Serials	0	0	0	0	0	0
Microforms	0	0	0	0	0	0
Computer Software	0	0	0	583	0	0
Audiovisual Mat.	0	0	0	563	0	0
Other Material	0	0	0	480	0	440
Preservation	0	0	0	0	0	0
Equipment	0	0	0	50,476	0	0
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	0	0	0	0	0	0
All Other Items	0	0	0	27,719	5,000	1,800
Postage	0	0	0	1,191	0	0
Total Budget	7,000	7,137	0	145,657	30,835	26,604

2007-2008 Hancock funding from HERA grant.

PRCC Totals

CATAGORY	BUDGETED 2006-2007	EXPENDED 2006-2007	BUDGETED 2007-2008	EXPENDED 2007-2008	BUDGETED 2008-2009	EXPENDED 2008-2009
Salaries/Benefits	572,725	642,435	819,053	818,490	889,354	891,448
Print Materials	82,913	81,222	66,433	125,723	58,057	55,044
Current Serials	25,520	10,901	14,070	11,983	12,826	12,351
Microforms	0	0	0	0	0	0
Computer Software	2,940	4,795	4,124	4,746	7,621	8,103
Audiovisual Mat.	1,663	1,521	8,790	9,937	5,627	5,857
Other Material	13,787	17,134	18,637	22,604	13,454	14,523
Preservation	1,450	1,756	1,450	0	319	319
Equipment	4,443	27,283	16,174	66,000	4,296	5,105
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	39,710	40,226	36,109	66,560	31,947	37,407
All Other Items	165,019	155,016	49,920	43,988	54,514	52,974
Postage	351	505	371	361	321	560
Total Budget	910,521	982,794	1,035,131	1,170,392	1,078,336	1,083,690

STAFFING EFFICIENCY

Staffing has generally been adequate to meet the needs of faculty and students. Additional clerical staffing will be needed at the Forrest County Center Library if enrollment continues to grow at the same pace that it has for the last several years. A full-time staff person will also be needed at the Hancock Center.

EQUIPMENT

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

SUPPLIES

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

TRAVEL

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

FACILITIES

GHJ Media Services occupies very cramped facilities. Faculty members from various academic departments have requested a technology classroom within the College Libraries where they can instruct their students using the Internet in their program of study, as well as facilities for a Writing lab. When funding is available an addition on the Johnston Library would solve both of these problems. A Hancock Center Library was added in 2005-2006 in the conference room. A new Forrest County Center Library was occupied in the summer of 2006, and the new FCC Learning Lab opened in August 2006. New furniture and equipment was purchased for the new location of the Hancock Center Library in the late spring of 2008. A part-time staff member was added there in the fall of 2008.

E. Responses to Previous Recommendations

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

Johnston Equipment 2006-2007		
Division	Description	Location
Library	2 computer monitors 1 copier 1 computer monitor 10 student computers 1 book detection system 1 color printer 1 fax machine 1 TV/VHS/DVD player	GHJ Circulation Desk GHJ Computer Room GHJ Reading Room GHJ Reading Room GHJ Reading Room GHJ Technical Processing GHJ Technical Processing GHJ Technical Processing
Learning Lab	24 student computers 1 handicapped student compt. 4 TV/DVD players	GHJ Lab GHJ Lab GHJ Lab
Media Services	1 laminator 1 Video camera reader/writer card	GHJ Media Workroom GHJ Media Office

Johnston Furniture 2006-2007		
Division	Description	Location
Library	3 units of shelving	GHJ Reading Room
Learning Lab	No new furniture purchased	
Media Services	No new furniture purchased	

Forrest Equipment 2006-2007		
Division	Description	Location
Library	1 book detection system 1 fax machine 1 TV/VHS/DVD player 1 DVD player	FCC Reading Room FCC Library Office FCC Library Storage Room FCC Media Room
Learning Lab	No new equipment purchased	

Forrest Furniture 2006-2007		
Division	Description	Location
Library	1 unit of shelving	FCC Reading Room
Learning Lab	2 chairs 1 file cabinet 1 bookcase	FCC Lab FCC Online Testing Room FCC Lab Office

Hancock Equipment 2006-2007		
Division	Description	Location
Library	No new equipment purchased	
Learning Lab	No new equipment purchased	

Hancock Furniture 2006-2007		
Division	Description	Location
Library	No new furniture purchased	
Learning Lab	No new furniture purchased	

Johnston Equipment 2007-2008		
Division	Description	Location
Library	13 student computers 1 receipt printer 1 book detection system 1 staff computer	GHJ Reading Room GHJ Circulation Desk GHJ Reading Room GHJ Circulation Desk
Learning Lab	7 student printers 1 book detection system	GHJ Lab GHJ Lab
Media Services	No new equipment purchased	

Johnston Furniture 2007-2008		
Division	Description	Location
Library	16 chairs 8 tables	GHJ Classroom GHJ Reading Room
Learning Lab	No new furniture purchased	
Media Services	No new furniture purchased	

Forrest Equipment 2007-2008		
Division	Description	Location
Library	4 student computers 2 printers 1 video disc player 1 DVD player	FCC Reading Room FCC Reading Room FCC Library Storage Room FCC Library Storage Room
Learning Lab	1 scanner	FCC Lab Office

Forrest Furniture 2007-2008		
Division	Description	Location
Library	4 chairs 1 book truck	FCC Reading Room FCC Circulation Desk
Learning Lab	No new furniture purchased	

Hancock Equipment 2007-2008		
Division	Description	Location
Library	21 student computers 2 staff computers 2 printers 1 receipt printer	HAN Reading Room HAN Circulation Desk HAN Circulation Desk HAN Circulation Desk
Learning Lab	1 server	HAN Lab

Hancock Furniture 2007-2008		
Division	Description	Location
Library	12 chairs 3 tables 1 circulation desk 7 units of shelving 2 book trucks 2 dollies	HAN Reading Room HAN Reading Room HAN Circulation Desk HAN Reading Room HAN Circulation Desk HAN Reading Room
Learning Lab	2 computer tables 14 stools 7 chairs	HAN Lab HAN Lab HAN Lab

Johnston Equipment 2008-2009		
Division	Description	Location
Library	4 student computers 2 switches 2 printers 1 receipt printer 1 inventory scanner 1 security camera system 1 classroom computer 1 smart board	GHJ Reading Room GHJ Reading Room GHJ Circulation Desk GHJ Circulation Desk GHJ Circulation Desk GHJ Circulation Desk GHJ Classroom GHJ Classroom
Learning Lab	3 student computers 1 server	GHJ Lab GHJ Lab Media Storage Area
Media Services	1 plotter	GHJ Media Workroom

Johnston Furniture 2008-2009		
Division	Description	Location
Library	87 chairs 5 units of shelving 4 chairs	GHJ Reading Room GHJ Reading Room GHJ Classroom
Learning Lab	No new furniture purchased	
Media Services	No new furniture purchased	

Forrest Equipment 2008-2009		
Division	Description	Location
Library	1 DVD player	FCC Library Storage Room
Learning Lab	No new equipment purchased	

Forrest Furniture 2008-2009		
Division	Description	Location
Library	No new furniture purchased	
Learning Lab	No new furniture purchased	

Hancock Equipment 2008-2009		
Division	Description	Location
Library	No new equipment purchased	
Learning Lab	No new equipment purchased	

Hancock Furniture 2008-2009		
Division	Description	Location
Library	1 unit of shelving	HAN Reading Room
Learning Lab	No new furniture purchased	

F. Program Summary and Recommendations

Strengths:

1. A well qualified and dedicated staff
2. A low rate of staff turnover
3. A variety of services and instruction offered to students and faculty
4. Relatively well equipped Learning Labs
5. Attractive facilities
6. A new FCC Library and Learning Lab
7. New furniture and equipment and a part-time staff member at the Hancock Center

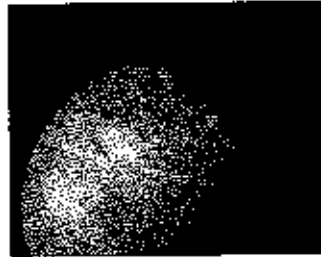
Weaknesses:

1. Limited space for growth especially in Media Services at GHJ
2. Lack of adequate Media Services equipment
3. Lack of a technology classroom at GHJ
4. Limited space in the new FCC Library and Lab
5. Limited space at Hancock Center Library
6. Continued need for more computer technical support
7. Too many old computers in use
8. Additional shelving needed

Recommendations:

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

General Education Review



Pearl River Community College



2009 - 2010

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

MISSION STATEMENT

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

STRATEGIC GOALS

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

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

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

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

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

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

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

- Acknowledge achievements/attainments.
- Identify strengths and weaknesses and develop recommendations and/or suggestions for change.
- Provide a systematic evaluation and improvement process for instructional programs.
- Develop a sense of cohesiveness, shared responsibility, and growth among faculty and staff.
- Assess compliance with accreditation criteria.
- Assist in resource development.
- Provide data to assist with resource allocation and other management decisions.
- Suggest new opportunities for program development.

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

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

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

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

Committee Members

Deana Holifield

Martha Willoughby

Judy Roane

Archie Rawls

Tara Rouse

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General Education Review

Pearl River Community College

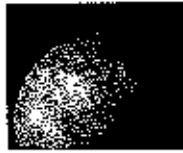


2009 – 2010

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Pearl River Community College General Education Review



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

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

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

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

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

Academic Basic Core



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

Academic Basic Core Program Objectives



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

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

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

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

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

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

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

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

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

CSC 1113 Introduction to Computing with Business Applications



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

BAD 2533
Introduction to Computing with Business Applications



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

ART 1113 Art Appreciation



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

MUS 1113 Music Appreciation



General Education Competency: Students will develop critical listening skills which emphasizes critical thinking skills.

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

1. Grade distribution data
2. Document student growth and development

Proposed use of Assessment Results:

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

SPT 2233 Theatre Appreciation



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

1. Incorporate pre and post testing of objective testing
2. Monitor enrollment trends/withdrawal rates of SPT 2233

**MFL 1213
Elementary Spanish I**



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

1. Monitor grade distribution trends
2. Monitor transfer data

HIS 1163 World Civilization I



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

HIS 1173 World Civilization II



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

HIS 2213 American (United States) History I



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

HIS 2223
American (United States) History II



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PHI 1113
Old Testament Survey



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

Course or Program Objectives:

1. To identify key persons and events in the Old Testament
2. To display and knowledge and understanding of Old Testament civilizations and societies

Outcomes:

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

Assessment Tools:

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

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

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

**PHI 1133
New Testament Survey**



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

Course or Program Objectives:

1. To identify key persons and events in the New Testament
2. To display knowledge and understanding of New Testament civilizations and societies

Outcomes:

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

Assessment Tools:

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

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

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

ENG 2423 World Literature I



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Quizzes and examinations
2. Classroom discussions

Assessment Results:

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

Proposed use of Assessment Results:

1. The assessment results will be used to review and improve instruction.

ENG 2433
World Literature II



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Quizzes and examinations
2. Classroom discussions

Assessment Results:

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

Proposed use of Assessment Results:

1. The assessment results will be used to revise and improve instruction.

MAT 1313
College Algebra



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

1. Grade distribution data
2. Student attitudes to algebra

Proposed use of Assessment Results:

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

BIO 1131/1133
General Biology I and Laboratory



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

1. Evaluate group assignments
2. Evaluate laboratory assignments
3. Monitor withdrawal rates

BIO 1143/1144
General Biology II and Laboratory



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

1. Evaluate group assignments
2. Evaluate laboratory assignments
3. Monitor withdrawal rates

CHE 1211/1213
General Chemistry I and Laboratory



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

CHE 1223/1221
General Chemistry II and Laboratory



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PHY 2241/2243
Physical Science Survey I and Laboratory



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PHY 2253
Physical Science Survey II



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PHY 2414
General Physics I (Laboratory included)



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

1. Monitor withdrawal rates
2. Evaluate laboratory assignments
3. Evaluate group assignments

PHY 2424
General Physics II (Laboratory included)



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

1. Monitor withdrawal rates
2. Evaluate laboratory assignments
3. Evaluate group assignments

SPT 1113 Public Speaking



General Education Competency: To be able to understand the Communication process through the components of reading, writing, speaking, and listening

Course or Program Objectives:

1. Students will demonstrate their ability to express ideas logically and clearly in standard written English.
2. Students will demonstrate their ability to read, analyze, and comprehend college level written texts.
3. Students will be able to recognize, identify, and incorporate the components of effective verbal and nonverbal behaviors in public speaking.
4. Students should understand the Communication process of preparing and delivering different types of speeches.

Outcomes:

1. Students will demonstrate the ability to apply critical thinking skills when preparing and listening to oral presentations.
2. Students will be able to write coherent informative and persuasive speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.
3. Students will be able to deliver speeches to inform and to persuade successfully.
4. Students will be able to adapt their presentations to the audience based on situational and demographic audience analysis.

Assessment Tools:

1. Students will present different speeches to be evaluated by the instructor.
2. Students will be evaluated through speech delivery.
3. Students will be evaluated on speech outlines.
4. Students will be evaluated through quizzes and/or tests.

Assessment Results:

1. Grade distribution data
2. Comparison of transfer data when available

Proposed use of Assessment Results:

1. Monitor enrollment trends and withdrawal rates
2. Evaluate assignments
3. Evaluate course objectives with those of other schools in our area

GEO 1113 World Geography



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

PSC 1113
American National Government



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Examinations
2. Research assignments
3. Class participation

Assessment Results:

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

Proposed use of Assessment Results:

1. Assess the effect of assignments in PSC 1113
2. Monitor enrollment trends/withdrawal rates of PSC 1113

PSY 1513
General Psychology I



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

1. College credit awarded for successful completion of course
2. Contributing factor for grade point average

SOC 2113 Introduction to Sociology



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

1. Planning to content for sophomore level sociology classes
2. Planning content, new lecture material, and teaching methods for Sociology 2113 classes

ENG 1113 English Composition I



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Essays
2. Bibliographies

Assessment Results:

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

Proposed use of Assessment Results:

1. College credit awarded
2. Prerequisite for next level of English Composition

ENG 1123
English Composition II



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

1. Tests
2. Essays
3. Research paper

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

1. Prerequisite for literature classes

HPR 1752 Nutrition and Wellness



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

*****Starting Fall 2010 HPR 1752 Nutrition and Wellness will change to:**

HPR 1751 Nutrition and Wellness I
HPR 1761 Nutrition and Wellness II

HPR 1213 Personal and Community Health



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

Course or Program Objectives:

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

Outcomes:

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

Assessment Tools:

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

Assessment Results:

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

Proposed use of Assessment Results:

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

Challenges



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

Challenge in the 2003–2004 General Education Review

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

Comment from 2006-2007 General Education Review

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

Comment from 2009-2010 General Education Review

Although the advisement of students still continues to be an issue, many improvements have been made since the last review. In July 2007 Dr. Ann Moore was appointed to the position of Director of Counseling, Advancement, and Placement. A proposal for improvements, including the implementation of the CAP (Curriculum, Advisement, and Program Planning) Module in Banner was presented to the Advisory Board. In January 2008, laptops were available for the first time at every table during open registration. In spring 2008, an Advisor's Guide was developed and advisor training in Banner was held for the first time in summer 2008. In spring 2008, a proposal was submitted to the U.S. Department of Education for Title III funding for improvements in advising and supplemental instruction in specified general education courses for the Poplarville campus and the Forrest County Center. In fall 2008 and spring 2009, students were assigned to individual advisors. In fall 2009 this process was further revised on the departmental level and a triplicate advisor's form was created to help advisors give students a better look at the overall requirements for their degree and their progress towards completing their degree. Also in fall 2009, the Title III grant was funded for approximately \$2,000,000 for piloting improvements in advising and instruction in specified general education courses with at risk students being the benefactors. Within the five year duration of the grant, faculty advisors and counselors will be trained in Banner's CAP Module and best advising practices according to CAS standards.

The challenges which remain are to ensure that all advisors are adequately trained in the best advising practices and to ensure that all students are engaged in the advisement process.

Challenge in the 2003–2004 General Education Review

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

Comment 2006-2007 General Education Review

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

Comment 2009-2010 General Education Review

The same basic process was followed for this General Education Review. Department chairs were given the opportunity to review and revise the information listed in each academic basic core course listing. The department chairs were encouraged to share the information with instructors in order to encourage ownership of the General Education Curriculum. ***A challenge expressed by several chairs is ensuring that a uniform standard is being maintained across the curriculum of each discipline in the many forms instruction is offered, including consistency in campus to campus instruction, online and traditional classroom instruction, and full-time faculty and adjunct faculty instruction. This challenge can be addressed by revising the General Education Review process and ensuring that all instructors, regardless of their employment status or instruction location are involved in the process.***

Challenge in the 2003–2004 General Education Review

Additional forms of effective assessment continually need to be explored.

Comment 2006-2007 General Education Review

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

Comment 2009-2010 General Education Review

The Mathematics faculty continues to be a forerunner in new advancements and is currently exploring the use of course redesign. The use of Blackboard has expanded across the curriculum. Every class now has access to a Blackboard supplement. Hybrid classes have become common, giving students the benefits of one-on-one time with their instructor coupled with the convenience of an online environment as well.

Challenge in the 2003–2004 General Education Review

The assessment surveys need to be revisited each year. It is vital objectives be reviewed annually.

Comment 2006-2007 General Education Review

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

Comment 2009-2010 General Education Review

The same process discussed in the 2006-2007 General Education Review is still being followed. However, after studying several models from other institutions, this committee recommends that the process for the General Education Review be revised. This process has already begun as committees have been formed for each discipline and new measurable student learning outcomes are being added to all course syllabi for fall 2010. The next step for spring 2011 should be for these committees to develop appropriate assignments and accompanying grading rubrics which can be administered to a cross section of classes within each discipline. Random sections should be tested during the fall 2011 and spring 2012 semesters. The committees can review the data and determine the percentage of students who are meeting the stated goals for each course in spring 2012. Inter-discipline committees can review the data and determine if any changes need to be made to improve student learning. These measurable student learning outcomes and supporting statistics should become an integral part of the General Education Review process. The process could be repeated yearly or remain on its current three-year cycle.