



# NEWSLETTER

Satisfaction surveys were administered to both students and employees. Full results are available:

<http://www.prcc.edu/institutional-research/surveys>



## Student Satisfaction

Fall  
2021

**97%**

Students  
feel safe  
on  
campus

**97%**

Would  
recommend  
PRCC to  
others

**95%**

Overall  
Satisfaction

### ● What has been the best part of this semester?

- "Participating in labs"
- "Events on campus"
- "Talking with teachers and advisors"
- "Accessible instructors"



## Employee Satisfaction

Spring  
2022

**99%**

Satisfied with  
campus  
communications

**99%**

Have had  
positive  
experiences  
with College  
partnerships

**99%**

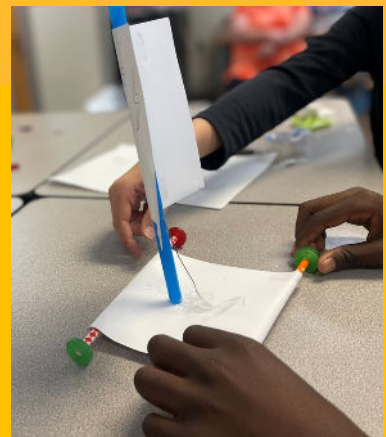
Feel  
campus  
grounds  
are well  
maintained

### ● Do you enjoy working at PRCC?

"I absolutely love working at PRCC. The Family-type atmosphere and our dedication to excellence for our students is an inspiration every day!"



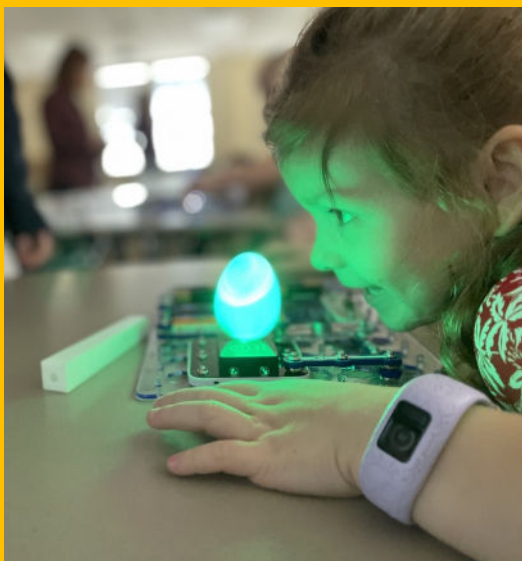
2022



"He learned a lot of things and was excited to share his information with us."

*"It was an awesome experience!"*

*"This has become part of my child's summer."*





# ASSESSMENT



TEACH MEASURE REPORT PLAN

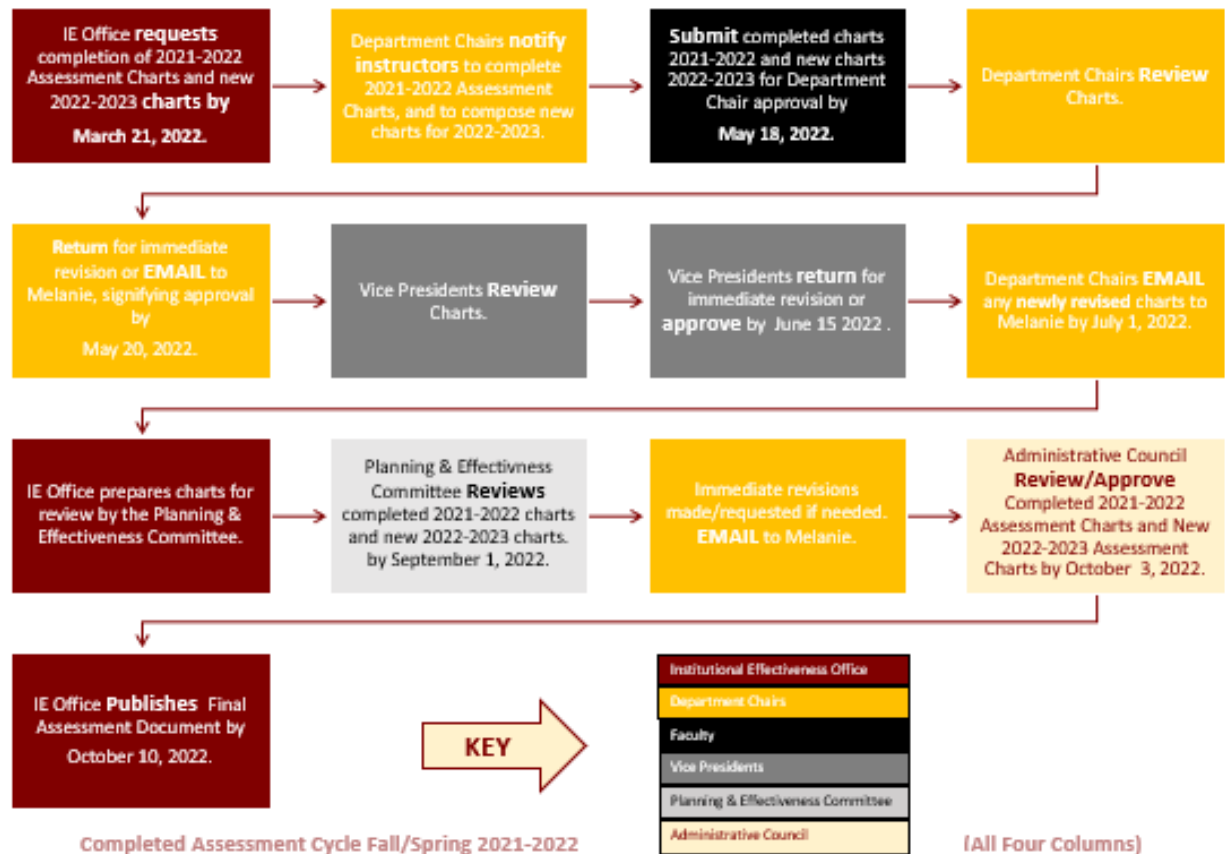
All 15 Mississippi Community Colleges use the same outcomes for academic courses.

Course Descriptions and Student Learning Outcomes (from MCCB) can be accessed from the Uniform Course Numbering System for Academics of the Mississippi Community and Junior Colleges:

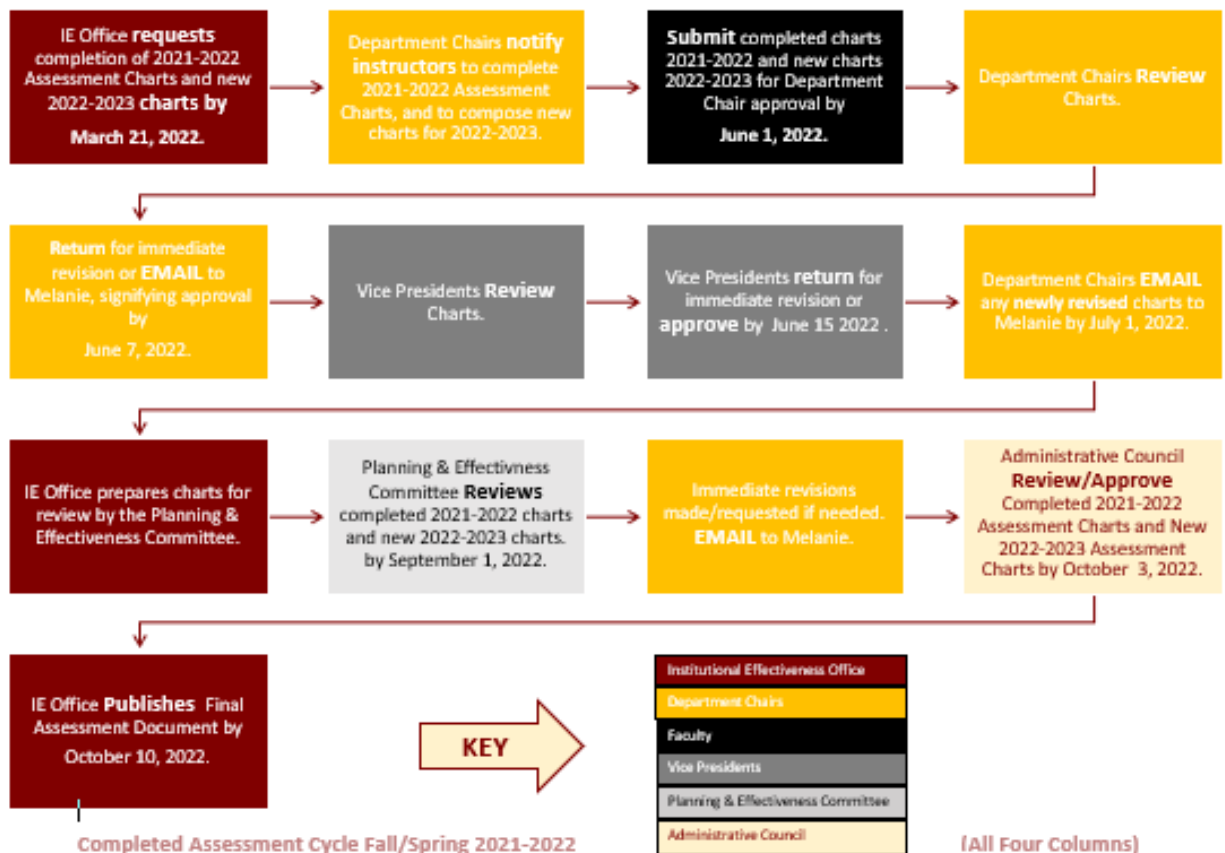
[https://www.mccb.edu/sites/mccb/files/Academic%20and%20Student%20Affairs/UCNS\\_Fall\\_2022.pdf](https://www.mccb.edu/sites/mccb/files/Academic%20and%20Student%20Affairs/UCNS_Fall_2022.pdf)

Career and Technical outcomes will continue to be based on industry standards and national certifications.

### Academic and Career & Technical Assessment Documentation Schedule Fall/Spring 2021-2022



### Allied Health Assessment Documentation Schedule Fall/Spring 2021-2022



# Assessment Charts Rubric

|  |  |   |  |
|--|--|---|--|
| PROGRAM OF STUDY: XXXXXXXX   |  |   |  |
| INSTRUCTIONAL AREA: XXXXXXXX   |  | Supports PRCC Strategic Goal(s): 1,3,7  |  |
| COURSE LEVEL: XXXXXXXX   |  |   |  |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.   |  |   |  |
| <b>STRATEGIC GOALS:</b> <ol style="list-style-type: none"> <li>1. To prepare students to complete a degree or certificate program and to be competent in careers for which they have been prepared.</li> <li>2. To provide quality student services.</li> <li>3. To provide access to college courses and programs using various instructional methods, including online and dual enrollment/credit courses.</li> <li>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</li> <li>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, and augment community services.</li> <li>6. To provide adequate communication among campus personnel and community members regarding the College goals, outcomes, and activities.</li> <li>7. To recruit and retain students from a diverse population.</li> <li>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.</li> </ol> |  |   |  |
| PURPOSE OF UNIT: : To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.  |  |   |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College   |  |   |  |
| <b>LEARNING OUTCOMES</b> – Measurable indicators (More specific description of impact on student) <b>WHAT</b> should a student know, think, or be able to do upon completion of program/course?  | <b>ASSESSMENT CRITERIA</b> –Criteria for Evaluation (Variables related to success of intended outcome) <b>HOW</b> will attainment of the outcome be measured?  | <b>ASSESSMENT RESULTS</b> – Outcomes Assessment (States how well intended results were achieved) <b>WHAT</b> was level of attainment of outcome?  | <b>USE OF RESULTS</b> – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <b>CHANGE</b> or <b>IMPROVE</b> .  |
| <b>DOES NOT MEET CRITERIA</b> <ul style="list-style-type: none"> <li>• Fewer than three outcomes were provided.</li> <li>• Includes immeasurable or ambiguous actions.</li> <li>• Omits Bloom's Taxonomy</li> <li>• Omits expected level of performance</li> </ul>   | <b>DOES NOT MEET CRITERIA</b> <ul style="list-style-type: none"> <li>• Utilizes final grades</li> </ul>  | <b>DOES NOT MEET CRITERIA</b> <ul style="list-style-type: none"> <li>• Assesses students rather than the class</li> </ul>   | <b>DOES NOT MEET CRITERIA</b> <ul style="list-style-type: none"> <li>• Continues previous practice</li> </ul>  |
| <b>MINIMALLY MEETS CRITERIA</b> <ul style="list-style-type: none"> <li>• Only three direct-measure outcomes were provided.</li> <li>• Action is measurable.</li> <li>• Utilizes only (or mostly) knowledge/remembers level actions from Bloom's Taxonomy.</li> <li>• Provides minimum performance level</li> </ul>   | <b>MINIMALLY MEETS CRITERIA</b> <ul style="list-style-type: none"> <li>• Uses only direct measures with little or no variance in measures</li> </ul>   | <b>MINIMALLY MEETS CRITERIA</b> <ul style="list-style-type: none"> <li>• Provides a ratio of achievers vs. attempters.</li> <li>• Differentiates between online and face-to-face instruction.</li> </ul>                    | <b>MINIMALLY MEETS CRITERIA</b> <ul style="list-style-type: none"> <li>• Makes a change for the upcoming year.</li> </ul>  |
| <b>FULLY MEETS CRITERIA</b> <ul style="list-style-type: none"> <li>• Three to five direct-measure outcomes were provided.</li> <li>• Action is measurable and specific to outcome.</li> <li>• Utilizes several levels, including higher-order levels, of Bloom's Taxonomy</li> <li>• Utilizes indirect measures to support direct measures.</li> </ul>   | <b>FULLY MEETS CRITERIA</b> <ul style="list-style-type: none"> <li>• Provides benchmark of minimally acceptable level of performance and minimum number of students who must achieve the benchmark</li> <li>• Utilizes a combination of direct and indirect measures, with varied selections between outcomes</li> </ul> | <b>FULLY MEETS CRITERIA</b> <ul style="list-style-type: none"> <li>• Provides data for attempters vs. achievers, both ratio and percentage</li> <li>• Differentiates between online and face-to-face instruction</li> </ul> | <b>FULLY MEETS CRITERIA</b> <ul style="list-style-type: none"> <li>• Uses data for collaboration and determination of appropriate additions or revisions to improve teaching and learning going forward</li> </ul> |

## SACSCOC

### Principles of Accreditation (Regarding Student Achievement)

- 8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.

## PRCC Strategic Plan and Internal Performance Indicators

### Academic Assessment (Student Learning Outcomes)

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

#### Internal Performance Indicator 8:

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



## FIFTEENTH ANNUAL

# WOMENS HEALTH SYMPOSIUM

### DR. BEV SMALLWOOD

#### KEYNOTE SPEAKER

(PICTURED RIGHT)

Dr. Bev, psychologist and founder of The Hope Center in Hattiesburg presented, “The World’s Gone Crazy, but You Don’t Have To.” She elaborated on secrets to maintaining sanity such as choosing to choose, concentrating on the cans, minding your mindset, and living your purpose on purpose. Her encouragement to participants was to, “Do what you can with all you have where you are right now.”

### MS. JANIE WALTERS

#### BRUNCH/LUNCHEON SPEAKER

(PICTURED BOTTOM RIGHT)

Janie Walters is a full-time motivational speaker, a human communications specialist, and an award-winning educator, with more than 25 years experience at the secondary and college levels. She is creator and owner of Champion Communications, a speaker service.



Women from around the area gathered on Saturday for the 15th annual Women’s Health Symposium at Pearl River Community College. The overall focus was education in the areas of personal health and fitness with this year’s presentation covering mental health.

“We are so grateful to be able to convene for the 15th annual Pearl River Community College Women’s Health Symposium (WHS),” said Seal. “The WHS

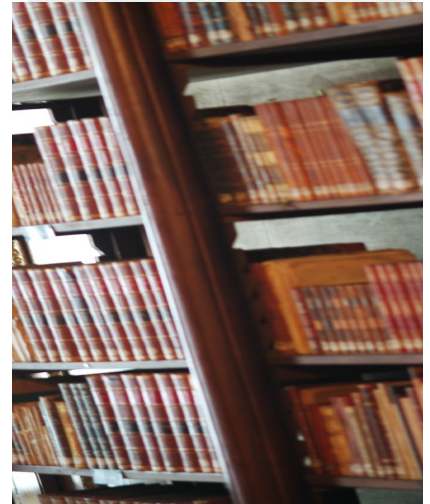
Steering committee used a creative approach to allow for both participants and distancing throughout the event. It was satisfying to see the smiles on the faces of the participants and the vendors alike. The support and vision of our sponsors allowed for a spectacular, healthy, educational event.”



Changes have been made to the following policies:

## Workload Policy

<http://www.prcc.edu/faculty/policy-procedure-manual/work-load>



## Development Foundation Scholarship Committee

<http://www.prcc.edu/faculty/policy-procedure-manual/college-committees>



## Telework Policy

<http://www.prcc.edu/faculty/policy-procedure-manual/telework>



# POLICY AND PROCEDURE

# UPDATES

continued



## Conflict of Interest Policy

<http://www.prcc.edu/faculty/policy-procedure-manual/employee-conflict-of-interest>

## Gifts and Entertainment Policy

<http://www.prcc.edu/faculty/policy-procedure-manual/gifts-entertainment-food>



## Inventory Control Policy

<http://www.prcc.edu/faculty/policy-procedure-manual/inventory-requirements>

## Policy and Procedure Ma

<http://www.prcc.edu/faculty/policy-proce>





## Travel Policy

<http://www.prcc.edu/faculty/policy-procedure-manual/travel>

## Purchasing Policy

<http://www.prcc.edu/faculty/policy-procedure-manual/purchasing>



2023  
2022



# Professional Development



August 8 - 10, 2022

Keynote, Virtual Sessions, Campus Meetings,  
and Departmental Meetings