

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

## **Commitment Statement:**

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

## **Internal Performance Indicator 1**

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

- **Assessment Results 2018-2019:** In accordance with PRCC policy, instructors were evaluated by students, according to schedule.

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

**Use of Assessment Results** Instructor evaluations are utilized to assist instructors and supervisors with analyzing strengths and identifying challenges. If necessary, suggestions for improvement are included in individual instructor files.

- **Assessment Results 2019-2020:** As outlined in the PRCC policy regarding evaluation, all instructors were evaluated by their immediate supervisors during FY20. However, due to COVID-19, a decision was made to evaluate the required instructors knowing the 2020-2021 academic year requires 100% evaluation.

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

**Use of Assessment Results:** Instructors are required to participate in professional development throughout the year. Instructor evaluations are used as a tool to help instructors and supervisors analyze each instructor's strengths and identify challenges and also as a tool to suggest helpful professional development sessions. Due to 100% evaluations being required for the 2020-2021 academic year, professional development sessions will be offered focusing on effective evaluation methods.

- **Assessment Results 2020-2021:** As outlined in the PRCC policy regarding evaluation, the 2020-2021 academic year required 100% evaluation. One hundred percent of instructors were evaluated by their immediate supervisors. The Director of Dual Enrollment evaluated all dual enrollment instructors across the six-county district. Due to COVID-19 restrictions, electronic evaluation was implemented for student evaluation of instructors.

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

**Use of Assessment Results:** As retirements and resignations of supervisors occur, professional development, focused on supervising and evaluating best practices, will be offered to new administrators and department chairs.

## **Internal Performance Indicator 2**

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

- **Assessment Results 2018-2019:**

**Fall 2018:** There were 850 classes with three (3) or more credit hours (no virtual) offered in Fall 2018 as follows: 560 academic classes; 235 technical classes; 55 career classes. For the academic classes, 452 (80.7%) were taught by full-time instructors; 208 (88.5%) of technical classes were taught by full-time instructors, and 35 (63.6%) of career courses were taught by full-time instructors. Six hundred ninety-five (81.8%) of classes in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered classes with three (3) or more credit hours in Fall 2018 as follows: 332 academic classes; 143 technical classes, and 43 career classes. For academic classes, 286 (86.1%) were taught by full-time instructors. For technical classes, 127 (88.8%) were taught by full-time instructors. For career classes, 25 (58.1%) were taught by full-time instructors. Overall, 518 classes (84.6%) in Fall 2017 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 279 classes with three (3) or more credit hours as follows: 186 academic classes; 81 technical classes; 12 career classes. For academic classes, 137 (73.7%) were taught by full-time instructors. For technical classes, 73 (90.1%) were taught by full-time instructors. For career classes, 10 (83.3%) were taught by full-time instructors. Overall, 279 (78.9%) classes offered at the Forrest County Center in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 53 classes with three (3) or more credit hours as follows: 42 academic classes; 11 technical. For academic classes, 29 (69.0%) were taught by full-time instructors. For technical classes, 8 (72.7%) were taught by full-time instructors. Overall, 37 classes (69.8%) offered at the Hancock Center in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Spring 2019:** There were 809 classes with three (3) or more credit hours (no virtual) offered in Spring 2019 as follows: 509 academic classes; 250 technical classes; 50 career classes. For the academic classes, 402 (79.0%) were taught by full-time instructors; 217 (86.8%) of technical classes were taught by full-time instructors, and 33 (66.0%) of career courses were taught by full-time instructors. Eighty-one percent (80.8%) of classes in Spring 2019 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered classes with three (3) or more credit hours in Spring 2019 as follows: 304 academic classes; 157 technical classes, and 41 career classes. For academic classes, 252 (82.9%) were taught by full-time instructors. For technical classes, 131 (83.4%) were taught by full-time instructors. For career classes, 27 (65.9%) were taught by full-time instructors. Overall, 410 classes (81.7%) in Spring 2019 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 255 classes with three (3) or more credit hours as follows: 165 academic classes; 81 technical classes; 9 career classes. For academic classes, 125 (75.6%) were taught by full-time instructors. For technical classes, 76 (93.8%) were taught by full-time instructors. For career classes, 6 (66.7%) were taught by full-time instructors. Overall, 207 (81.2%) classes offered at the Forrest County Center in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 52 classes with three (3) or more credit hours as follows: 40 academic classes; 12 technical. For academic classes, 25 (62.5%) were taught by full-time instructors. For technical classes, 10 (83.3%) were taught by full-time instructors. Overall, 35 classes (67.3%) offered at the Hancock Center in Spring 2019 with three (3) or more credit hours were taught by full-time instructors.

- **Assessment Results 2019-2020:**

**Fall 2019:** There were 860 classes with three (3) or more credit hours (no virtual) offered in Fall 2019 as follows: 565 academic classes; 241 technical classes; 54 career classes. For the academic classes, 446 (78.9%) were taught by full-time instructors; 226 (93.8%) of technical classes were taught by full-time instructors, and 53 (98.1%) of career courses were taught by full-time instructors. Eighty-four percent (84.3%) of classes in Fall 2019 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 519 classes with three (3) or more credit hours in Fall 2019 as follows: 338 academic classes; 146 technical classes, and 35 career classes. For academic classes, 290 (85.8%) were taught by full-time instructors. For technical classes, 137 (93.8%) were taught by full-time instructors. For career classes, 35 (100%) were taught by full-time instructors. Overall, 89.0 percent (89.0%) of classes in Fall 2019 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 282 classes with three (3) or more credit hours as follows: 185 academic classes; 80 technical classes; 17 career classes. For academic classes, 128 (69.2%) were taught by full-time instructors. For technical classes, 74 (92.5%) were taught by full-time instructors. For career classes, 16 (94.1%) were taught by full-time instructors. Overall, 77.3% of classes offered at the Forrest County Center in Fall 2019 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 59 classes with three (3) or more credit hours as follows: 42 academic classes; 15 technical classes, and 2 career classes. For academic classes, 28 (66.7%) were taught by full-time instructors. For technical classes, 15 (100%) were taught by full-time instructors, and for career classes, 2 (100%) were taught by full-time instructors. Overall 77.3 percent (77.3%) of classes offered at the Hancock Center in Fall 2019 with three (3) or more credit hours was taught by full-time instructors.

**Spring 2020:** There were 790 classes with three (3) or more credit hours (no virtual) offered in Spring 2020 as follows: 497 academic classes; 253 technical classes; 40 career classes. For the academic classes, 411 (82.7%) were taught by full-time instructors; 234 (92.5%) of technical classes were taught by full-time instructors, and 37 (92.5%) of career courses were taught by full-time instructors. Eighty-six percent (86.3%) of classes in Spring 2017 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 482 classes with three (3) or more credit hours in Spring 2020 as follows: 296 academic classes; 157 technical classes, and 29 career classes. For academic classes, 260 (87.8%) were taught by full-time instructors. For technical classes, 143 (91.1%) were taught by full-time instructors. For career classes, 29 (100%) were taught by full-time instructors. Overall, ninety percent (89.6%) of classes in Spring 2020 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 257 classes with three (3) or more credit hours as follows: 165 academic classes; 83 technical classes; 9 career classes. For academic classes, 126 (76.4%) were taught by full-time instructors. For technical classes, 81 (97.6%) were taught by full-time instructors. For career classes, six (6) (66.7%) were taught by full-time instructors. Overall, 8209% of classes offered at

the Forrest County Center in Spring 2020 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 51 classes with three (3) or more credit hours as follows: 36 academic classes and 13 technical classes, and two career classes. For academic classes, 25 (69.4%) were taught by full-time instructors. For technical classes, 10 (76.9%) were taught by full-time instructors, and for career classes two (2) (100%) were taught by full-time instructors. Overall 72.5% of classes offered at the Hancock Center in Spring 2020 with three (3) or more credit hours was taught by full-time instructors.

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

**Use of Assessment Results:** Instructor classifications are stored in Banner, and classifications are reviewed according to instructor assignments.

- **Assessment Results 2020-2021**

**Fall 2020:** There were 647 classes with three (3) or more credit hours (no virtual) offered in Fall 2019 as follows: 393 academic classes; 215 technical classes; 39 career classes. For the academic classes, 368 (93.6%) were taught by full-time employees; 214 (99.5%) of technical classes were taught by full-time employees, and 27 (69.2%) of career courses were taught by full-time employees. Ninety-four percent (94.1%) of classes in Fall 2020 with three (3) or more credit hours were taught by full-time employees.

**Poplarville (Main Campus)** offered 388 classes with three (3) or more credit hours in Fall 2020 as follows: 247 academic classes; 116 technical classes, and 25 career classes. For academic classes, 234 (94.7%) were taught by full-time employees. For technical classes, 116 (100%) were taught by full-time employees. For career classes, 22 (88%) were taught by full-time employees. Overall, ninety-six percent (95.9%) of classes in Fall 2020 with three (3) or more credit hours were taught by full-time employees on the Poplarville campus.

**The Forrest County Center** offered 211 classes with three (3) or more credit hours as follows: 121 academic classes; 81 technical classes; 9 career classes. For academic classes, 110 (90.9%) were taught by full-time employees. For technical classes, 80 (98.8%) were taught by full-time employees. For career classes, 5 (55.6%) were taught by full-time employees. Overall, 92.4% of classes offered at the Forrest County Center in Fall 2020 with three (3) or more credit hours were taught by full-time employees.

**The Hancock Center** offered 48 classes with three (3) or more credit hours as follows: 25 academic classes; 18 technical classes; 5 career classes. For academic classes, 24 (96.0%) were taught by full-time employees. For technical classes, 18 (100%) were taught by full-time employees. For career classes, 5 (100%) were taught by part-time employees. Overall eighty-seven percent (87.5%) of classes offered at the Hancock Center in Fall 2020 with three (3) or more credit hours were taught by full-time employees.

**Spring 2021:** There were 535 classes with three (3) or more credit hours (no virtual) offered in Spring 2021 as follows: 305 academic classes; 206 technical classes; 24 career classes. For the academic classes, 284 (93.1%) were taught by full-time employees; 202 (98.1%) of technical classes were taught by full-time employees, and 17 (70.8%) of career courses were taught by full-time employees. Ninety-four (94.0%) of classes in Spring 2021 with three (3) or more credit hours were taught by full-time employees.

**Poplarville (Main Campus)** offered 329 classes with three (3) or more credit hours in Spring 2021 as follows: 196 academic classes; 115 technical classes, and 18 career classes. For academic classes, 184 (93.9%) were taught by full-time employees. For technical classes, 114 (99.1%) were taught by full-time employees. For career classes, 14 (77.8%) were taught by full-time employees. Overall, ninety-five (94.8%) of classes in Spring 2021 with three (3) or more credit hours were taught by full-time employees on the Poplarville campus.

**The Forrest County Center** offered 171 classes with three (3) or more credit hours as follows: 94 academic classes; 73 technical classes; 4 career classes. For academic classes, 85 (90.4%) were taught by full-time employees. For technical classes, 70 (95.9%) were taught by full-time employees. For career classes, 2 (50%) were taught by full-time employees. Overall, 91.8% of classes offered at the Forrest County Center in Spring 2021 with three (3) or more credit hours were taught by full-time employees.

**The Hancock Center** offered 35 classes with three (3) or more credit hours as follows: 15 academic classes, 18 technical classes, and 2 career classes. For academic classes, 15 (100%) were taught by full-time employees. For technical classes, 18 (100%) were taught by full-time employees. For career classes, 1 (50%) was taught by full-time employees. Overall 97.1% of classes offered at the Hancock Center in Spring 2021 with three (3) or more credit hours were taught by full-time employees.

**Source of Documentation: MCCB Audit files, Office of Institutional Research**

**Use of Assessment Results:** Instructor qualifications are stored electronically in Banner. Instructor assignments are made accordingly. Beginning in Fall 2021, more HyFlex classes will be offered at the Hancock Center. Instructors assigned to these classes are full-time faculty. As construction plans continue to develop for the New Hancock Campus in Kiln, MS, adequate space is being prepared for full-time instructors.

### **Internal Performance Indicator 3**

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

- **Assessment Results 2018-2019:** All programs participating in accreditation are fully accredited. Surgical Technology received ten-year accreditation renewal on May 20, 2019 from the Commission on Accreditation of Allied Health Education Programs. Medical Radiologic Technology received one-year accreditation renewal on June 3, 2019 from the Joint Review Committee on Education in Radiologic Technology. Physical Therapist Assistant Technology received nine-year accreditation renewal on April 20, 2019 from the Commission on Accreditation in Physical Therapy Education. Associate Degree Nursing received eight-year accreditation renewal on May 17, 2019 from the Accreditation Commission for Education in Nursing. Occupational Therapy Assistant Technology received approval of the Annual Report for accreditation from the Accreditation Council for Occupational Therapy Education.

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

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

- **Assessment Results 2019-2020:** This year, the Surgical Technology Program accreditation was reaffirmed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). Also, the Medical Laboratory Technology Program accreditation was reaffirmed by the National Accrediting Agency for Clinical Laboratory Sciences. See Appendix B for a complete list of accreditation bodies and dates.

**Source of Documentation:** The results are on file in the offices of the Senior Vice President for Instruction/Provost, Dean of Career and Technical Education Programs, the Vice President for Forrest County Center, Allied Health, and Nursing Programs, and directors or chairs of instructional departments.

**Use of Assessment Results:** Pearl River Community College program accreditation indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. PRCC considers the accreditation of individual programs critical to student success and will continue to support programs that undergo reviews in accordance with the appropriate time schedules.

- **Assessment Results 2020-2021:** All programs participating in program accreditation are fully accredited, and are working with evaluation timelines to continue accreditation. See Appendix B for a complete list of accreditation bodies and dates. The Mississippi State Board of Massage Therapy has approved Pearl River Community College to offer the Massage Therapy Program. The certificate expires October 31, 2022.

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

**Use of Assessment Results:** Pearl River Community College accreditation indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. PRCC considers the accreditation of individual programs critical to student success and will continue to support programs that undergo reviews in accordance with the appropriate time schedules.

#### **Internal Performance Indicator 4**

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

- **Assessment Results 2018-2019:** Job placement rates were reported in Fall 2018. The job placement rate for all PRCC campuses was 82.4%. The job placement rate for the Poplarville & Hancock centers was 85.3%. The job placement rate for the Forrest County Center was 79.5%. The overall figures and Forrest County figures do not exceed the state requirement of 84%. The Poplarville and Hancock Center placement rates need improvement. The use of social media and Career Coach advertising in addition to placement activities are believed to help PRCC, as a whole, reach the state requirement in job placement.

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

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

- **Assessment Results 2019-2020:** Job placement rates were reported in Fall 2019. The job placement rate for all PRCC campuses was 83.5%. The job placement rate for the Poplarville & Hancock centers was 80%. The job placement rate for the Forrest County Center was 87%. The overall figures did meet the state requirement of 80.10%. The Poplarville and Hancock center placement rates need improvement. The use of social media and Career Coach advertising in addition to placement activities are believed to help PRCC, as a whole, reach the state requirement in job placement.

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

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

- **Assessment Results 2020-2021:** Job placement rates were reported in Fall 2020. The job placement rate for all PRCC campuses was 77%. The job placement rate for the Poplarville & Hancock centers was 76%. The job placement rate for the Forrest County Center was 78%. The overall figures did not meet the state requirement of 80.10%. The Poplarville, Hancock, and Forrest County Center placement rates need improvement. The use of social media and Career Coach advertising in addition to placement activities are believed to help PRCC, as a whole, reach the state requirement in job placement. In 2021 and 2022, as normally scheduled, in-person activities resume in the upcoming year.
- **Source of Documentation:** Offices of Career and Technical Education Programs, Office of Student Success at the Poplarville Campus and the Counseling Center at the Forrest County Center

**Use of Assessment Results:** All placement will continue to be measured to ensure that state requirements are being met. The use of social media, Career Coach advertising, and other placement activities such as career fairs and workshops will continue. In-person activities are to be resumed in the 2021-2022 school year, as well as maintaining virtual options.

### **Internal Performance Indicator 5**

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

- **Assessment Results 2018-2019: Refer to the Chart attached as Appendix A**

#### **Source of Documentation:**

Practical Nursing	Dr. Melissa Bryant, Chair
Barbering	Mr. Tyrone McLaurin, Instructor
Cosmetology	Ms. Michelle Patterson, Instructor
Associate Degree Nursing	Dr. Arlene Jones, Director of Nursing Education
All others	Ms. Michelle Wilson-Stokes, Dean of Student Services and Special Populations Coordinator

**Use of Assessment Results:** All programs at both locations requiring licensure or certification met the required State passing rate with the exception of Barbering, Dental Assisting, Occupational Therapy Assistant, and Surgical Technology. These programs will continue to be monitored to ensure

improvement in success rates. Collaboration between the program supervisors and the faculty members are conducted annually to improve student performance on the examinations. Test preparation seminars are conducted by instructors, and professional consultants will be scheduled when budgets and availability permit. The Surgical Technology Program will change its start date from January to August, beginning in 2020 in an effort to attract stronger students according to a more traditional academic calendar. The Respiratory Therapy Program will implement new software to provide practice for the final assessment/exam.

- **Assessment Results 2019-2020: Refer to the attachment entitled Appendix A**

**Source of Documentation:**

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

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

- **Assessment Results 2020-2021: Refer to the attachment entitled Appendix A**

**Source of Documentation:**

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

**Use of Assessment Results:** All programs requiring licensure or certification, at all locations, met the required State passing rate with the exception of Surgical Technology. Monitoring of all programs will remain in effect. Simulations and practice tests will be utilized to improve the success rates of students.



## **Internal Performance Indicator 6**

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

- **Assessment Results 2018-2019:**

	FY 2016	FY 2017	FY 2018
PRCC transfer Term GPA	3.03	2.84	2.60
CJC transfer Term GPA	3.17	2.95	2.64
IHL Term GPA	2.14	2.69	2.81

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

**Use of Assessment Results:** The data will be reviewed by the Planning and Effectiveness Committee and Administrative Council. Department Chairs will be notified as needed for necessary changes to Student Learning Outcomes. Student Support Services may provide additional support as enrollment continues to grow.

- **Assessment Results 2019-2020:**

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
PRCC transfer Term GPA	3.03	2.42	2.60	2.65	2.58
CJC transfer Term GPA	3.17	2.58	2.64	2.69	2.74
IHL Term GPA	2.14	2.76	2.81	2.76	2.76

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

**Use of Assessment Results:** Department chairs are also being informed of the situation so that they can offer qualitative suggestions regarding the data

- **Assessment Results 2020-2021**

	FY 2019	FY 2020	FY 2021
PRCC transfer Term GPA	2.65	2.58	2.69
CJC transfer Term GPA	2.69	2.74	2.86
IHL Term GPA	2.76	2.76	2.78

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

**Use of Assessment Results:** Department chairs are notified annually of transfer grade point averages.

Dialogue is encouraged regarding the progress of transfer students.

### **Internal Performance Indicator 7**

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

- **Assessment Results 2018-2019:** Based upon information provided in the 2017 State Report Card, the number of total graduates in 150 percent of time to graduation was 253. These numbers are based upon the first-time, full-time fall 2014 cohort.

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

**Use of Assessment Results:** Efforts are being made to continually remind and reinforce to students the importance of taking at least 15 hours each semester. ROAR will become mandatory for incoming students beginning Summer, 2020. Students will also be assigned to an advisor for spring registration. This advisor will guide students to select courses appropriate to their degree plans. The 15 to Finish initiative is still being promoted. All dormitory students must register for 15 hours, as well as students receiving institutional or foundation scholarships.

- **Assessment Results 2019-2020:** Based upon information provided in the 2018 State Report Card, the number of total graduates in 150 percent of time to graduation was 263, the number of total transfers in 150 percent of time to graduation was 156. These numbers are based upon the first-time, full-time fall 2016 cohort.

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

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

- **Assessment Results 2020-2021** Based upon information provided in the 2019 State Report Card, the number of total graduates in 150 percent of time to graduation was 325, the number of total transfers in 150 percent of time to graduation was 127. These numbers are based upon the first-time, full-time fall 2017 cohort.:

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

**Use of Assessment Results:** ROAR will continue to be mandatory for all incoming students, and will be offered in an online format. Students will be encouraged to work with advisors to ensure appropriate class placement. A 15-hour minimum will continue to be required for all on-campus residents along with all students who receive either institutional or foundational scholarships.

### **Internal Performance Indicator 8**

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

- **Assessment Results 2018-2019:** General Education, Career, and Technical Student Learning

Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2018-19 Institutional Planning and Effectiveness Fall Document and the end of year Strategic Planning documents.

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

**Use of Assessment Results:** Student learning outcomes for new courses are planned for Fall 2019 (for example, BAD 2523 Personal Financial Management). All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Instruction, Vice President for the Hancock Center, the Vice President for Forrest County Operations, and the Planning and Effectiveness Committee. Revisions can be submitted at any stage of the review.

- **Assessment Results 2019-2020:** Student Learning Outcomes are statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program/activity/course/project. General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2019-20 Institutional Planning and Effectiveness Fall Document and the end of year Strategic Planning documents.

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

**Use of Assessment Results:** The systematic collection, examination, and interpretation of qualitative and quantitative data about student learning and the use of that information to document and improve student learning will continue on the programmatic and instructional levels. All student learning outcomes are reviewed by the Senior Vice President for College Operations, the Senior Vice President for Instruction/Provost, the Vice President for Planning and Institutional Research, the Vice President for Forrest County Center, Allied Health, and Nursing Programs, the Vice President for Poplarville Campus and Student Services, and the Planning and Effectiveness Committee. Revisions can be made at each stage of review.

- **Assessment Results 2020-2021:** One hundred percent of approved student learning outcomes have been assessed. Student Learning Outcomes are statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program/activity/course/project. General Education, Career, and Technical Student Learning Outcomes are assessed using the subject-specific charts, provided by various departments. Student learning outcomes have been developed from each area and can be found in the 2020-21 Institutional Planning and Effectiveness Fall Document and the end-of-year Strategic Planning Documents.

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

**Use of Assessment Results:** Plans are being made to develop Student Learning Outcomes for new programs including: Massage Therapy, Coding Technology, Court Reporting, Aviation Maintenance, and Commercial and Residential Construction. Student Learning Outcomes are statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program/activity/course/project. General Education, Career and Technical Student Learning Outcomes are assessed using the subject-specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2020-2021 Institutional Planning and Effectiveness Fall Document and the end-of-year Strategic Planning documents.

## **Internal Performance Indicator 9**

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

- **Assessment Results 2018-2019:** The following is based on information provided in the 2017 State Report Card, which is based on the fall 2015 cohort and 2015-2016 enrollment.

Corequisite English - There were 302 first-time, full-time students enrolled in Developmental English. One hundred thirty-eight, or 45.7% successfully completed English Composition I within two years.

Algebra – There were 522 first-time, full-time students enrolled in developmental math courses during their first academic year. One hundred ninety-five, or 37.4%, successfully completed College Algebra within two years.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The enrollment and success rates of developmental classes were monitored to determine most appropriate formatting and delivery of the subject matter.

- **Assessment Results 2019-2020:** The following is based on information provided in the 2018 State Report Card, which is based on the fall 2016 cohort and 2016-17 enrollment.

Developmental English - There were 328 first-time, full-time students enrolled in Developmental English. Two hundred thirty-eight (238), or 72.6% successfully completed English Composition I within two years.

Algebra – There were 518 first-time, full-time students enrolled in developmental math courses during their first academic year. One hundred eighty-five (185), or 35.7% successfully completed Algebra 1 within two years.

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

**Use of Assessment Results:** Successful completion of these courses is monitored to ensure appropriate delivery of content.

- **Assessment Results 2020-2021:** In Fall 2019, 201 students earned a C or better in Intermediate Algebra. Of these, 138, or 69%, passed College Algebra within one calendar year. In Spring 2020, 190 students earned a C or better in Intermediate Algebra. Of these, 72, or 38%, passed College Algebra within one calendar year. In Fall 2019, and Spring 2020, 391 students earned a C or better in Intermediate Algebra. Of these, 210, or 54% passed College Algebra within one year.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** It is suspected that due to the swift transition to online learning during COVID-19, lack of continuity and engagement resulted in lower achievement for College Algebra students. Instructors plan to monitor passage rates for a complete year, post-pandemic, to determine if the return to a normal learning environment produces the desired results for passage rates.

**Appendix A**

**PRCC LICENSURE PASS RATES**

Program	2017-2018			2018-2019			2019-2020		
	Pass Rate	No. Passing	No. Taking	Pass Rate	No. Passing	No. Taking	Pass Rate	No. Passing	No. Taking
Associate Degree Nursing	96%	76	79	100%	41	41	100%	92	92
Barbering	73%	8	11	88%	7	8	88%	7	8
Cosmetology	91%	10	11	89%	42	47	93%	14	15
Dental Assisting (Certificate)	88%	14	15	60%	6	10	100%	13	13
Dental Hygiene Technology	94%	15	16	100%	14	14	100%	14	14
Medical Laboratory Technology	92%	11	12	100%	4	4	93%	13	14
Medical Radiologic Technology	91%	10	11	100%	14	14	83%	10	12
Occupational Therapy Assistant Technology	100%	19	19	73%	11	15	88%	15	17
Practical Nursing (Forrest County Center)	96%	26	27	89%	47	53	90%	45	50
Practical Nursing (Poplarville Campus)	93%	28	30	88%	23	26	94%	33	35
Practical Nursing (Hancock Center)	---	---	---	--	--	--	92%	13	14
Physical Therapist Assistant Technology	84%	16	19	88%	15	17	94%	16	17
Respiratory Care Practitioner Technology	75%	12	16	88%	14	16	79%	15	19
Surgical Technology	50%	6	12	50%	6	12	55%	6	11

## Appendix B

### Program Accreditation

<b>Program</b>	<b>Department Chair/ Instructor</b>	<b>Certification</b>	<b>Duration</b>	<b>Accreditation through</b>
Associate Degree Nursing	Dr. Arlene Jones	May 17, 2019	8 years	2026
Dental Assisting (Certificate)	Dr. Shanalyn Allen Ellie Primeaux	August 24, 2016	6 years	2022
Dental Hygiene Technology	Dr. Shanalyn Allen	February 13, 2017	5 years	2022
Medical Laboratory Technology	Lee Byrd	May 29, 2020	10 years	April 30, 2030
Medical Radiologic Technology	Hope Husband	October 15, 2020	8 years	July, 2028
Occupational Therapy Assistant Technology	Timothy Pulver	April 7, 2019	6 years	2025 (With bi -annual interim reports)
Practical Nursing (Forrest County Center)	Dr. Melissa Bryant Jason McAndrew	November 17, 2017	6 years	2024
Practical Nursing (Poplarville Campus)	Dr. Melissa Bryant Dr. Linda Griffis	November 17, 2017	6 years	2024
Practical Nursing (Hancock Center)	Dr. Melissa Bryant Dr. Dana Richardson-Harvey	November 17, 2017	6 years	2024
Physical Therapist Assistant Technology	Karina Lee	April 30, 2019	9 years	Fall, 2028
Respiratory Care Practitioner Technology	Lori Anderson	November 9, 2013	10 years	November 30, 2023
Surgical Technology	Tammy Allhoff	May 20, 2019	10 years	2029

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

### **Commitment Statement:**

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

### **Internal Performance Indicator 1**

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

- **Assessment Results 2018-2019:** The Annual Campus Climate Survey was administered during the 2019 Spring Semester. The Ruffalo Noel Levitz Student Satisfaction Inventory was the instrument selected. Survey results indicated that 77% of students are satisfied with their overall experience at Pearl River Community College. Seventy-nine percent of students would enroll at Pearl River again.

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

**Use of Assessment Results:** The Focus Group Committee met to discuss the results from the Campus Climate survey. It was determined that ROAR and dormitory meetings could be utilized to better communicate parking expectations since that area/experience received the lowest satisfaction ratings.

- **Assessment Results 2019-2020:** The Annual Campus Climate Survey was administered during the 2019 Fall Semester. Survey results indicate that students are so satisfied with Pearl River Community College that they would recommend PRCC to others who are interested in attending college (94.1 percent overall; 93.3 percent at the Forrest County Center; 100 percent at the Hancock Center, 94.4 percent at the Poplarville Campus, and 95.0 Online).

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

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

- **Assessment Results 2020-2021:** The Annual Campus Climate Survey was administered during the 2020 Fall Semester. An in-house instrument was developed and distributed through email to the entire student body. Survey results indicated that 96% of students are satisfied with their overall experience at Pearl River Community College. Ninety-seven percent of students would recommend Pearl River to others.

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

**Use of Assessment Results:** The Focus Group Committee met to discuss the results from the Campus Climate survey. It was determined that time management techniques will be shared with students through several platforms, including ROAR, Communication and Marketing Department platforms, and professional development offerings.

## Internal Performance Indicator 2

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

- **Assessment Results 2018-2019:**

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

### Poplarville Campus

### Forrest County Center

### Hancock Center

Poplarville Campus			Forrest County Center			Hancock Center		
GHJ Items	Adds	Total	FCC ITEMS	Adds	Total	HAN ITEMS	Adds	Total
Books	206	56,041	Books	113	7,352	Books	173	4,497
4,497B.	0	4,061	B. Periodicals	0	107	B. Periodicals	0	0
Periodicals			CD-ROM's	0	132	CD-ROM's	0	21
Microform	0	5,366	Computer Disks	0	0	DVD's	0	1
Cassettes	0	21	DVD's	6	373	Kits	0	274
CD-ROMS	0	371	Kits	0	4	Manuals	0	2
Computer Disk2s	0	4	Manuals	0	41	Maps	0	3
DVD's	6	1,243	Slide Sets	0	0	Slide Sets	0	4
Kits	0	4	Sound Disk	0	16	Sound Disk	0	1
Manuals	0	394	Videocassettes	0	9	Videocassettes	0	26
Slide Sets	0	6	<b>TOTAL</b>	<b>119</b>	<b>8,034</b>	<b>TOTAL</b>	<b>173</b>	<b>4,829</b>
Sound Disks	0	73						
Transparencies	0	9						
Videocassettes	0	2,035						
<b>TOTAL</b>	<b>212</b>	<b>69,628</b>						



## All Three Campuses

PRCC ITEMS	Adds	Total
Books	492	67,890
B. Periodicals	0	4,168
Microform	0	5,366
Cassettes	0	21
CD-ROM's	0	524
Computer Disks	0	5
DVD's	12	1,890
Kits	0	10
Manuals	0	438
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	0	2,070
<b>TOTAL</b>	<b>504</b>	<b>82,491</b>
EBSCO, and Ebrary eBooks		394,908

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

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

**Use of Assessment Results:** Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to be sent to each instructor from the Director of College Libraries and library employees requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine as needed. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries. The above chart provides the statistics of items added to the library collection during the 2018-2019 year. The following chart provides statistical information regarding services provided by the libraries, labs, and testing.

The Libraries/Learning Labs provided the following services in 2018-2019 to faculty and students.

<b>Totals for Individual Campuses 2018-2019</b>	<b>Johnston Library 2018-2019</b>	<b>Forrest County 2018-2019</b>	<b>Hancock Center 2018-2019</b>	<b>Totals for All 2018-2019</b>
<b>Total # of Library Orientations</b>	48	45	16	109
<b>Total # of Classes in Library</b>	139	25	72	236
<b>Total # of Classroom Usage</b>	983			983
<b>Total # of Classes in Lab</b>		311		311
<b>Total # Door counts</b>	76,620	61,193	14,616	152,429
<b>Total # Online Tests</b>	8,842	11,308	1,416	21,566

• **Assessment Results 2019-2020:**

The library and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. When needed, the list is used to purchase books for the libraries. In addition, the library and lab staffs send out regular emails to the faculty asking for material requests that instructors would like to have purchased and place in the library collection. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the ten databases to which the college subscribes.

**Poplarville Campus**

**Forrest County Center**

**Hancock Center**

<b>GHJ Items</b>	<b>Adds</b>	<b>Total</b>	<b>FCC ITEMS</b>	<b>Adds</b>	<b>Total</b>	<b>HAN ITEMS</b>	<b>Adds</b>	<b>Total</b>
Books	220	55,462	Books	130	7,451	Books	17	4,503
B. Periodicals	0	4,061	B. Periodicals	0	107	B. Periodicals	0	0
Microform	0	5,366	CD-ROM's	0	9	CD-ROM's	0	21
			Computer Disks	0	0	Computer Disks	0	1
Cassettes	0	21	DVD's	6	379	DVD's	1	275
CD-ROMS's	0	371	Kits	0	0	Kits	0	2
Computer Disks	0	4	Manuals	0	0	Manuals	0	3

DVD's	7	1,249	Maps	0	0	Maps	0	4
Kits	0	4	Slide Sets	0	0	Slide Sets	0	0
Manuals	0	382	Sound Disk	0	16	Sound Disk	0	1
Slide Sets	0	6	Videocassettes	0	6	Videocassettes	0	4
Sound Disks	0	73	<b>TOTAL</b>	<b>136</b>	<b>7,968</b>	<b>TOTAL</b>	<b>18</b>	<b>4,814</b>
Transparencies	0	9						
Videocassettes	0	30						
<b>TOTAL</b>	<b>227</b>	<b>67,039</b>						

### All Three Campuses

PRCC ITEMS	Adds	Total
Books	367	67,416
B. Periodicals	0	4,168
Microform	0	5,366
Cassettes	0	21
CD-ROM's	0	401
Computer Disks	0	5
DVD's	14	1,903
Kits	0	6
Manuals	0	385
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	0	40
<b>TOTAL</b>	<b>381</b>	<b>79,820</b>
EBSCO, and Ebrary eBooks		436,665
Recorded Books, eAudio		1,249
<b>G. TOTAL</b>		<b>517,734</b>

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

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

**Use of Assessment Results:** Instructor response from individual emails for requested materials was found to be effective. Individual emails will continue to be sent to each instructor from the Director of College Libraries and other library employees requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine as needed. Interlibrary loans, processed during the year, will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the libraries and lab. The above chart provides the statistics of items added to the library collection during the 2019-2020 year. The following chart provides statistical information regarding services provided by the libraries, lab, and testing.

The Libraries, Learning Lab, and Testing Centers provided the following services in 2019-2020 to faculty and students.

Totals for Individual Campuses 2019-2020	Johnston Library 2019-2020	Forrest County 2019-2020	Hancock Center 2019-2020	Totals for All 2019-2020
Total # of Library/ Learning Lab Orientations	46	62	16	124
Total # of Students who attend Library/Learning Lab Orientations	1,018	1,203	215	2,436
Total # of Classes in Library	118	20	86	224
Total # of Classroom/Collaboration Room Usage	78	110		188
Total # of Classes in Lab		190		190
Total # Laptop or Computer Usage in Library	1,416	12	6,152	7,580
Total # Door counts	59,390	52,028	13,065	124,483
Total # Online Tests	8,954	10,011	1,505	20,470

**Assessment Results 2020-2021:** The library staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. When needed, the list is used to purchase books for the libraries. In addition, the library staff send out regular emails to the faculty asking for material requests that instructors would like to have purchased and place in the library collection. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the ten databases to which the college subscribes.

**Poplarville Campus**

**Forrest County Center**

**Hancock Center**

<b>GHJ Items</b>	<b>Adds</b>	<b>Total</b>	<b>FCC ITEMS</b>	<b>Adds</b>	<b>Total</b>	<b>HAN ITEMS</b>	<b>Adds</b>	<b>Total</b>
Books	190	55,055	Books	59	7,375	Books	17	4,511
B. Periodicals	0	4,061	B. Periodicals	0	75	B. Periodicals	0	0
Microform	0	5,366	CD-ROM's	0	9	CD-ROM's	0	18
			Computer Disks	0	0	Computer Disks	0	1
Cassettes	0	21	DVD's	1	380	DVD's	7	282
CD-ROMS's	0	371	Kits	0	0	Kits	0	2
Computer Disks	0	4	Manuals	0	0	Manuals	0	0
DVD's	10	1,259	Maps	0	0	Maps	0	4
Kits	0	4	Slide Sets	0	0	Slide Sets	0	0
Manuals	0	382	Sound Disk	0	16	Sound Disk	0	1
Slide Sets	0	6	Videocassettes	0	6	Videocassettes	0	1
Sound Disks	0	73	<b>TOTAL</b>	<b>136</b>	<b>7,861</b>	<b>TOTAL</b>	<b>24</b>	<b>4,820</b>
Transparencies	0	9						
Videocassettes	0	30						
<b>TOTAL</b>	<b>200</b>	<b>66,641</b>						

**All Three Campuses**

<b>PRCC ITEMS</b>	<b>Adds</b>	<b>Total</b>
Books	266	66,941
B. Periodicals	0	4,136
Microform	0	5,366
Cassettes	0	21
CD-ROM's	0	398
Computer Disks	0	5
DVD's	18	1,921
Kits	0	6
Manuals	0	382
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	0	37
<b>TOTAL</b>	<b>284</b>	<b>79,322</b>
EBSCO, and Ebrary eBooks		465,588
Recorded Books, eAudio		1,065
<b>G. TOTAL</b>		<b>545,975</b>

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

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

**Use of Assessment Results:** Instructor response from individual emails for requested materials was found to be effective. Individual emails will continue to be sent to each instructor from the Director of College Libraries and other library employees requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine as needed. Interlibrary loans, processed during the year, will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the libraries. The above chart provides the statistics of items added to the library collection during the 2020-2021 year. The following chart provides statistical information regarding services provided by the libraries and testing.

**The Libraries and Testing Centers provided the following services in 2020-2021 to faculty and students.**

Totals for Individual Campuses 2020-2021	Johnston Library 2020-2021	Forrest County 2020-2021	Hancock Center 2020-2021	Totals for All 2020-2021
Total # of Library Orientations	51	17	3	71
Total # of Students who attend Library Orientations	980	335	7	1,322
Total # of Classes in Library	21	0	66	87
Total # of Classroom/Collaboration Room Usage	210	17		227
Total # Door Count	24,620	8,737	8,704	42,061
Total # Online Tests	7,009	10,263	1,314	18,586

### **Internal Performance Indicator 3**

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

#### **Admissions Office**

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for interaction with the Office of Admissions were as follows: 72 percent overall, 72 percent at the Forrest County Center, 84 percent at the Hancock Center, and 72 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** For the 2018-2019 year, the Admissions Office will continue to focus on providing quality services to anyone utilizing the Office of Admissions. Phones will have a dedicated person to answer calls and phone requests will be answered immediately. The office will utilize student workers to staff the front counter so consumers receive prompt service when they visit the office. Need and Acceptance Letters will be mailed and emailed to students notifying them of next steps for first time freshmen.

- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given by the Office of Admissions were as follows: 95 percent overall, 94 percent at the Forrest County Center, 100 percent at the Hancock Center, 100 percent for online students, and 94 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

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

- **Assessment Results 2020-2021:** The annual Campus Climate Survey was administered in the 2020 Fall Semester. Satisfaction levels for interaction with the Office of Admissions were as follows: 98 percent overall, 98 percent at the Forrest County Center, 93 percent at the Hancock Center, and 98 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The Admissions Office has implemented the live chat feature on the website for providing quick responses to student questions, in addition to phone and email responses. The Admissions will seek new methods for meeting the ever-changing needs of prospective and current students.

#### **Bookstore**

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the service provided in the Bookstore were as follows: 76.3 percent overall, 75.7 percent at the Forrest County Center, 85.3 percent at the Hancock Center, and 76.0 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The PRCC Wildcat Den went through a rebranding stage that enabled us to make some positive changes at the FCC Bookstore. We are remodeling a new bookstore at the FCC Campus that will be located in a more central part of campus and will allow an expanded merchandise offering compared to previous years. All staff at both the Poplarville and FCC have undergone Customer Service Training to increase the level of-satisfaction.

- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given in the Bookstore were as follows: 97 percent overall, 97 percent at the Forrest County Center, 94 percent at the Hancock Center, 100 percent for online students, and 97 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** New methods of communication will be created to meet the needs of our Hancock Students who do not have a physical bookstore on their campus. Customer service initiatives will be implemented to make sure personal attention to each customer is made a priority. Extended hours at both the Poplarville and Forrest County Center have been implemented for the new school year to allow for more personal attention to our customers.

- **Assessment Results 2020-2021:** The annual Campus Climate Survey was administered in the 2020 Fall Semester. Satisfaction levels for the personal attention given by the Bookstore were as follows: 96 percent overall, 97 percent at the Forrest County Center, 100 percent at the Hancock Center, and 98 percent at the Poplarville Campus.

**Source of Documentation:** : Office of Institutional Research

**Use of Assessment Results:** New methods of communication to the students regarding the bookstore were implemented and proven to be successful. We continue to focus on customer satisfaction, seeing the customer through the full purchasing process and past that into the support stage.

### **Financial Aid Office**

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the services provided in the Financial Aid Office were as follows: 59 percent overall, 56 percent at the Forrest County Center, 74 percent at the Hancock Center, and 59 percent at the Poplarville Campus.

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

**Use of Assessment Results:** The information will be used to improve customer service efforts within the department. Communication and prompt response to student requests have been an ongoing goal. Staff members are doing a much better job maintaining daily tasks. Future efforts will center around hiring 3-4 student workers each year to assist with phone and counter duties. This will provide much needed support so that staff can focus on daily and weekly processes. Additionally, staff from the Financial Aid office are participating in FAFSA days at district high schools.

- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given in the Financial Aid Office were as follows: 86 percent overall, 87 percent at the Forrest County Center, 88 percent at the Hancock Center, 95 percent for online students, and 85 percent at the Poplarville Campus.



**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Although the satisfaction was acceptable according to the percentage standards, attention was given to the multiple student comments regarding the Financial Aid office. These comments ranged from customer service concerns to inefficiency in determining students' status in a timely manner. At this time, changes have been made in the Financial Aid office that are aimed at addressing these issues. While some changes do involve personnel, other changes involve processes and the efficiency thereof. In conjunction with Information Technology, Financial Aid personnel have been incorporating automated processes in Banner and RiverGuide. Moving forward, efforts are underway to provide information sessions to the college (both students and employees) regarding financial aid with topics to include areas such as: Understanding financial aid in RiverGuide, Completing the FASFA the Second Time.

- **Assessment Results 2020-2021:** The annual Campus Climate Survey was administered in the 2020 Fall Semester. Satisfaction levels for the services provided in the Financial Aid Office were as follows: 90 percent overall, 91 percent at the Forrest County Center, 92 percent at the Hancock Center, and 88 percent at the Poplarville Campus.

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

**Use of Assessment Results:** Assessment results were used to gauge the success of our department's customer service efforts. The ongoing COVID-19 pandemic posed some challenges with the way in which we provide service. With the help of Administration, the campus secured Banner Document Management which greatly increased our ability to process applications virtually. Additionally, a change in leadership resulted in a new customer service model for Student Services as a whole. As indicated in the published goals, this campaign focuses on putting customers first, embracing challenges in customer service, and removing roadblocks that impede the student's experience. We expect a 5% increase in customer satisfaction for the upcoming year.

### Library

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the services given in the Library were as follows: 75 percent overall, 72 percent at the Forrest County Center, 84 percent at the Hancock Center, and 75 percent at the Poplarville Campus.

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

**Use of Assessment Results:** Databases will be evaluated to determine what changes can be made to provide needed resources. Movable whiteboards were purchased for student use in the Garvin H. Johnston Library. The addition of the Library Collaboration Room at the Forrest County Center Library, students have an opportunity for collaborative study. The Hancock Center Campus hired a full time Librarian to extended support hours for the Librarian. Students now have access to a professional librarian 24 hours a week via 24/7 provided by MELO.

- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given in the Library were as follows: 97 percent overall, 97 percent at the Forrest County Center, 100 percent at the Hancock Center, 100 percent for online students, and 97 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Each semester library employees reach out to instructors in all disciplines to inform and encourage library and Learning Lab use. As new databases, products, and services become available, new orientations are created and the Library webpages are updated. Plans are being made to continue conducting at least 125 orientation sessions and workshops during the year. Also, each staff member will attend at least 2 professional development activities during the 2020-2021 school year.

- **Assessment Results 2020-2021:** The annual Campus Climate Survey was administered in the 2020 Fall Semester. Satisfaction levels for the services given in the Library were as follows: 99 percent overall, 99 percent at the Forrest County Center, 100 percent at the Hancock Center, and 99 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Each semester library employees reach out to instructors, including dual enrollment instructors, in all disciplines to inform and encourage library use. As new databases, products, and services become available, new orientations are created and the Library webpages are updated. Students can also request materials for purchase, or share their comments by emailing any library employee. Plans are being made to continue conducting at least 125 orientation sessions and workshops during the year. Also, each staff member will attend at least 2 professional development activities during the 2021-2022 school year.

### **Campus Police**

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the service given by Security/Campus Police were as follows: 64 percent overall, 67 percent at the Forrest County Center, 75 percent at the Hancock Center, and 63 percent at the Poplarville Campus.

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

**Use of Assessment Results:** Cameras were installed in the Great Hall inside Crosby Hall. The Assistant Director of Public Safety was promoted to Director of Public Safety for Forrest County Center. Training has been conducted on Active Shooter Preparedness for various offices throughout campus. Updates to the Emergency Action Plan were presented to faculty and staff. Additionally, cameras were installed at Forrest County Center in Building 3, specifically in the Student Services Office, police offices, Multi-purpose Room, and the parking lot.

- **Assessment Results 2019-2020:**—The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given by Campus Police were as follows: 91 percent overall, 92 percent at the Forrest County Center, 94 percent at the Hancock Center, and 90 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

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

emergency situations.

- **Assessment Results 2020-2021:**—The annual Campus Climate Survey was administered in the 2020 Fall Semester. Satisfaction levels for the personal attention given by Campus Police were as follows: 94 percent overall, 96 percent at the Forrest County Center, 100 percent at the Hancock Center, and 90 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The Campus Police Department realizes that our student population has increased as the new dorms have been constructed. Our goal will be to increase officer visibility and patrols to ensure the safety of students and faculty. There are plans to address parking issues.

#### **Internal Performance Indicator 4**

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

- **Assessment Results 2018-2019:** The FY 2019 Education & General Expenditures (E&G) indicates a 6.5%, or \$2,574,091.00, in instructional support expenditures out of the institution's total E&G budget. In addition to the institution's E&G budget, the College also earmarked \$100,000.00 in Enlargement & Improvement dollars to be used for instructional technology during FY 2019.

**Source of Documentation:** Office of the Vice President for College Operations.

**Use of Assessment Results:** Budget income and expenditures demonstrate the College's ability to provide adequate financial resources to its Instructional Support function.

- **Assessment Results 2019-2020:** FY 2019 Education and General Budget (E&G) expenditures indicate that the institution expended \$2,574,091.00, or 6.50%, of the College's E&G budget on instructional support areas, such as libraries and learning labs.

**Source of Documentation:** Senior Vice President for College Operations

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

- **Assessment Results 2020-2021:** Budget \$1,126,781 – expended \$1,182,834 which is 2.79% of the total E&G budget.

**Source of Documentation:** Office of the Chief Financial Officer (Personnel for this position has changed. These data reflect new algorithms and determinations.)

**Use of Assessment Results:** Budget income and expenditures demonstrate the College's ability to provide adequate financial resources to its Instructional Support function.

### **Internal Performance Indicator 5**

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

- Assessment Results 2018-2019:**

Support Staff: 2018-2019

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
POP Mathematics Laboratory Assistant	FT	1.5 years college	January 2008
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990
GHJ Library Assistant (11mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (EH)	FT	1 year of college	August 2001
GHJ Testing Assistant (11 mo.) (LS)	FT	1.5 years college	August 2013
GHJ Testing Assistant (12 mo.) (DN)	FT	Associate of Science	July 2014
FCC Library Assistant (12 mo.) (MS)	FT	2 years college	September 2012
FCC Library Assistant (11 mo.) (JH)	FT	Associate of Arts	July 2013
FCC Learning Lab/ Testing Assistant (12mo.) (HT)	FT	Associate of Arts	August 2019
FCC Learning Lab/Testing Assistant (11 mo.)	FT	Associate of Arts	

**Source of Documentation:** Director of College Libraries/Math Lab Instructor

**Use of Assessment Results:** Employees are encouraged to increase knowledge and skills through further education each semester.

- Assessment Results 2019-2020:**

Support Staff: 2019-2020

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	1 year of college	August 2001
GHJ Testing Assistant (11 mo.) (LS)	FT	1.5 years college	August 2013
GHJ Testing Assistant (12 mo.) (DC)	FT	Associate of Science	July 2014

FCC Library Assistant (12 mo.) (MS)	FT	2 years college	September 2012
FCC Library Assistant (11 mo.) (JH)	FT	Associate of Arts	July 2013
FCC Learning Lab/Online Testing Assistant (12 mo.) Resigned July 2016 (HT)	FT	Bachelors	August 2019
FCC Learning Lab/Online Testing Assistant (12 mo.) (BJ)	FT		February 2020

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

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

• **Assessment Results 2020-2021: Support Staff: 2020-2021**

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
GHJ Technical Library Assistant (12 mo.) (EA)	FT	Master's	Sept. 2020
GHJ Library Assistant (11 mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (KR)	FT	1 year of college	July 2019
GHJ Testing Assistant (11 mo.) (LS)	FT	1.5 years college	August 2013
GHJ Testing Assistant (12 mo.) (DN)	FT	Bachelors	July 2014
Pop Mathematics Lab Assistant (9 mo.) (MJ)	FT	Associate of Applied Science	August, 2011
FCC Library Assistant (12 mo.) (MS)	FT	2 years college	September 2012
FCC Library Assistant (11 mo.) (EB)	FT	Associate of Arts	November 2020
FCC Learning Lab/Online Testing Assistant (12 mo.) Resigned July 2016 (HT)	FT	Bachelors	August 2019
FCC Learning Lab/Online Testing Assistant (12 mo.) (BJ)	FT		February 2020

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

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

**Internal Performance Indicator 6**

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

- **Assessment Results 2018-2019:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The American Disabilities Act is covered at ROAR orientation. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President,

Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

**Use of Assessment Results:** Additional personnel will be added to assist with American Disabilities Act compliance.

- **Assessment Results 2019-2020:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

- **Assessment Results 2020-2021:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The American Disabilities Act is covered at ROAR orientation. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

**Use of Assessment Results:** Procedures for seeking accommodations will be monitored.

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

Commitment Statement:

Pearl River Community College is committed to making its programs and services available to all who seek an education. Various instructional methods, including distance education and off-site instruction,

**Internal Performance Indicator 1**

Retention in online classes will increase by 2% each semester until maintained at 85%.

• **Assessment Results 2018-2019:**

Fall 2017- Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2018- Summer 2019	Percent Change
88%	83%	85%	87%	85%	-3%

**Source of Documentation:** The retention results for each fall and spring is documented in the Overall Success Rate report located in the MSVCC Enrollment Tool system. Beginning summer 2019, our retention results for each online course and semester are stored in the Office of eLearning.

**Use of Assessment Results:** There have been many changes to our processes. There is no explanation for the decrease in retention. Starting fall 2018, the new eLearning Support Specialists began calling students that withdraw from online classes. As stated above, fall 2018 to spring 2019 increased as did spring 2019 to summer 2019. Along with phone calls, online students through either the eLearning office or an assigned advisor. This allows the eLearning office to connect with online students and to help align their degree plans. These adjustments have been implemented to help with the retention and success of online students.

• **Assessment Results 2019-2020:**

Fall 2018- Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2019- Summer 2020	Percent Change
85%	84%	82%	90%	85%	0%

**Source of Documentation:** The retention rate is documented in an Argos report and for non-PRCC numbers came from the MSVCC Enrollment Tool.

**Use of Assessment Results:** Although there was no percent change from last year to this year, a significant difference in the quality of online classes has been noted. The retention rates fluctuate from semester to semester, and this could be based on external circumstances as to why one semester is lower than the other. Each semester priority is given to providing the resources and attention needed by online students to help increase or retain retention rates.

- **Assessment Results 2020-2021:**

Fall 2019- Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2020- Summer 2021	Percent Change
85%	84%	84%	86%	85%	0%

**Source of Documentation:** The retention rate is documented in an Argos report and for non-PRCC numbers came from the MSVCC Enrollment Tool.

**Use of Assessment Results:** Although there was no percent change from last year to this year, a significant difference in the quality of online classes has been noted. The retention rates fluctuate from semester to semester, and this could be based on external circumstances as to why one semester is lower than the other. Each semester priority is given to providing the resources and attention needed by online students to help increase or retain retention rates.

## **Internal Performance Indicator 2**

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

- **Assessment Results 2018-2019:**

Relevant information for all dual enrollment options are provided on the PRCC dual enrollment website. This includes the admissions requirements for all types of dual enrollment/dual credit as well as the Memorandum of Understanding required from each school district participating in dual enrollment/dual credit. The Vice President for General Education and Technology Services hosted a summer meeting for all Option 1 dual enrollment instructors who teach dual credit courses on their high school campuses. This professional development session was held in August 2018 for the 2018-2019 school year. The topics discussed were SACSCOC requirements for dual enrollment,

**Source of Documentation:** Office of Vice President for Poplarville and Instruction

**Use of Assessment Results:** The administration recognized the need for a dual enrollment position to coordinate the dual enrollment efforts for the institution. In February 2019, a Director of Dual Enrollment was named.

- **Assessment Results 2019-2020:**

On July 29, 2019, a mandatory dual enrollment instructor training session was held. High school instructors who would be teaching dual enrollment courses in the upcoming year were in attendance. The training consisted of Canvas training, how to submit attendance, how to submit midterm and final letter grades, as well as updates to dual enrollment policies. Instructors were also able to meet with PRCC department chairs to discuss student learning outcomes and SLO data submission for dual enrollment courses. Additionally, a district wide dual enrollment meeting was held on October 25, 2019 in which all high school superintendents, principals, and counselors were invited. Topics included updates to the PRCC dual enrollment and middle college pricing structure for Fall 2020,



updates from the MCCB Dual Enrollment Policy and Procedures Manual and updates on SACSCOC dual enrollment policies.

**Source of Documentation:** Office of Director of Dual Enrollment

**Use of Assessment Results:**-The above-mentioned meetings helped to open the lines of communication between the dual enrollment office and the high schools. The dual enrollment office visited several high schools throughout the year to reinforce PRCC's partnerships with the school districts. Mandatory training for all high school dual enrollment instructors will continued to be offered in the summer of 2020. Dual enrollment policies and procedures will continue to be shared with high school administrators via email as well.

**Assessment Results 2020-2021:** On July 29, 2021, the Dual Enrollment Office held dual enrollment training sessions via Zoom for new and returning dual enrollment instructors. There was a general meeting for new instructors to discuss attendance and grading policies. Then, there were breakout sessions for instructors to meet with PRCC Department Chairs and faculty in their respective areas. Dual enrollment instructors were given information about SLO data submission for the upcoming year as well. The instructors had the opportunity to participate in a self-guided Canvas training course on Blended Learning. The Office of eLearning provided course templates for all faculty members in which the dual enrollment instructors were encouraged to follow in their courses as well.

**Source of Documentation:** Office of Director of Dual Enrollment

**Use of Assessment Results:** : Based on interactions with dual enrollment instructors, Canvas training is still an important topic to review each year. Hopefully, the annual dual enrollment meeting will be held in person this year, with a virtual option included as well. For the upcoming training, plans are being made to include college library resources as a topic of discussion as well.

### **Internal Performance Indicator 3**

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

- **Assessment Results 2018-2019:**  
Fall 2018 – 5 weekend classes met  
Winter 2018 7 mini-term classes met  
Spring 2019: 7weekend classes met

**Source of Documentation:**

Office of the Vice President for General Education and Information Technology Services

**Use of Assessment Results:** Due to the need for students to maintain full-time enrollment, a variety of class formats, including weekend and mini terms will continue to be offered.

- **Assessment Results 2019-2020:**  
 Fall, 2019 – 5 weekend classes met  
 Winter, 2019 – 9 mini-term classes met  
 Spring, 2020 – 4 weekend classes met  
 Summer, 2020 – 5 weekend classes met

**Source of Documentation:** Senior Vice President for Instruction/Provost

**Use of Assessment Results:** There is a continuing effort to offer classes in a variety of formats. Actual enrollment is showing that online classes are most attractive in regard to variation. Instructors, who are qualified, are being encouraged to offer weekend classes as hybrid classes.

**Assessment Results 2020-2021:**

Fall 2020 – no weekend classes met; no two-week classes met  
 Spring 2021 – 1 weekend class met, 20 two-week classes met  
 Summer 2021 – no weekend classes met; no two-week classes met

**Source of Documentation:** Office of Senior Vice President for Academics/Provost

**Use of Assessment Results:** The need for classes in an alternative schedule design has diminished with the implementation of rolling enrollment. Future needs for this design will be monitored.

**Internal Performance Indicator 4**

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

- **Assessment Results 2018-2019:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC’s website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number. American Disabilities Act information is covered at all ROAR orientation meetings.

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

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

- **Assessment Results 2019-2020:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

- **Assessment Results 2020-2021:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.
- **Source of Documentation:** Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Vice President for Forrest County Operations, and the directors or chairs of instructional departments.

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

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

### **Commitment Statement:**

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

### **Internal Performance Indicator 1**

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

- **Assessment Results 2018-2019:** The report utilized by the College to determine this information was in the past produced by the MS Community College Board. The College has been unable to obtain this report to establish the data for FY 2019.

**Source of Documentation:** Vice President for College Operations-

- **Assessment Results 2019-2020:** The FY 2017 MCCB Comparison of Revenue by Source and Expenditure by Program and by Object Report is no longer available.

**Source of Documentation:** Vice President for College Operations

**Use of Assessment Results:** Without the report, the institution cannot track average faculty salaries across the state.

- **Assessment Results 2020-2021:** The report utilized by the College to determine this information was in the past produced by the MS Community College Board. The College has been unable to obtain this report to establish the data for FY 2020.

**Source of Documentation:** Vice President for College Operations

**Use of Assessment Results:** Without the report, the institution cannot track average faculty salaries across the state.

### **Internal Performance Indicator 2**

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

- **Assessment Results 2018-2019** Fall 2018: Face-to-face classes of 3 or more credit hours

**Fall 2018:** There were 684 classes with three (3) or more credit hours (no virtual) offered in Fall 2018 as follows: 459 academic classes; 202 technical classes; 23 career classes. For the academic

classes, 388 (84.5%) were taught by full-time instructors; 182 (90.1%) of technical classes were taught by full-time instructors, and 19 (82.6%) of career courses were taught by full-time instructors. Eighty-six percent (86.1%) of face-to-face classes in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 398 classes with three (3) or more credit hours in Fall 2018 as follows: 263 academic classes; 118 technical classes, and 17 career classes. For academic classes, 229 (87.1%) were taught by full-time instructors. For technical classes, 114 (96.6%) were taught by full-time instructors. For career classes, 15 (88.2%) were taught by full-time instructors. Overall, 89.9% percent of classes in Fall 2018 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**Forrest County Center** offered 243 classes with three (3) or more credit hours as follows: 161 academic classes; 76 technical classes; 6 career classes. For academic classes, 130 (80.7%) were taught by full-time instructors. For technical classes, 64 (84.2%) were taught by full-time instructors. For career classes, 4 (66.7%) were taught by full-time instructors. Overall, 81.5% of classes offered at the Forrest County Center in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Hancock Center** offered 43 classes with three (3) or more credit hours as follows: 35 academic classes; 8 technical; 0 career. For academic classes, 29 (82.9%) were taught by full-time instructors. For technical classes, 4 (50%) were taught by full-time instructors. Overall, 76.7% of classes offered at the Hancock Center in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Spring 2019:** There were 626 classes with three (3) or more credit hours (no virtual) offered in Spring 2019 as follows: 400 academic classes; 205 technical classes; 21 career classes. For the academic classes, 346 (86.5%) were taught by full-time instructors; 184 (89.8%) of technical classes were taught by full-time instructors, and 20 (95.2%) of career courses were taught by full-time instructors. Nearly eighty-eight percent (87.9%) of classes in Spring 2019 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 365 classes with three (3) or more credit hours in Spring 2019 as follows: 229 academic classes; 119 technical classes, and 17 career classes. For academic **classes**, 199 (86.9%) were taught by full-time instructors. For technical classes, 115 (96.6%) were taught by full-time instructors. For career classes, 17 (100%) were taught by full-time instructors. Overall, ninety percent (90.7%) of classes in Spring 2019 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus

**Forrest County Center** offered 221 classes with three (3) or more credit hours as follows: 141 academic classes; 76 technical classes; 4 career classes. For academic classes, 122 (86.5%) were taught by full-time instructors. For technical classes, 63 (82.9%) were taught by full-time instructors. For career classes, 3 (75.0%) were taught by full-time instructors. Overall, 85.1% of classes offered at the Forrest County Center in Spring 2019 with three (3) or more credit hours were taught by full-time instructors.

**Hancock Center** offered 40 classes with three (3) or more credit hours as follows: 30 academic classes and 10 technical. For academic classes, 25 (83.3%) were taught by full-time instructors. For technical classes, 6 (60%) were taught by full-time instructors. Overall 77.5% of classes offered at the Hancock Center in Spring 2019 with three (3) or more credit hours was taught by full-time instructors.

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

**Use of Assessment Results:** The Hancock Campus added a full-time Licensed Practical Nurse (LPN) program. Also, full-time day and night LPN programs were added to the Poplarville and Forrest County campuses.

- **Assessment Results 2019-2020:**

**Fall 2019:** There were 688 classes with three (3) or more credit hours (no virtual) offered in Fall 2019 as follows: 445 academic classes; 207 technical classes; 36 career classes. For the academic classes, 401 (90.1%) were taught by full-time instructors; 203 (98.1%) of technical classes were taught by full-time instructors, and 36 (100%) of career courses were taught by full-time instructors. Ninety-three percent (93.0%) of classes in Fall 2019 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 399 classes with three (3) or more credit hours in Fall 2019 as follows: 257 academic classes; 118 technical classes, and 24 career classes. For academic classes, 246 (95.7%) were taught by full-time instructors. For technical classes, 118 (100%) were taught by full-time instructors. For career classes, 24 (100%) were taught by full-time instructors. Overall, ninety-seven percent (97.2%) of classes in Fall 2019 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 243 classes with three (3) or more credit hours as follows: 156 academic classes; 77 technical classes; 10 career classes. For academic classes, 128 (82.1%) were taught by full-time instructors. For technical classes, 73 (94.8%) were taught by full-time instructors. For career classes, 10 (100%) were taught by full-time instructors. Overall, 86.8% of classes offered at the Forrest County Center in Fall 2019 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 46 classes with three (3) or more credit hours as follows: 32 academic classes; 12 technical classes; 2 career classes. For academic classes, 27 (84.4%) were taught by full-time instructors. For technical classes, 12 (100%) were taught by full-time instructors. For career classes, 2 (100%) were taught by full-time instructors. Overall 89.1 percent (89.1%) of classes offered at the Hancock Center in Fall 2019 with three (3) or more credit hours were taught by full-time instructors.

**Spring 2020:** There were 630 classes with three (3) or more credit hours (no virtual) offered in Spring 2020 as follows: 388 academic classes; 217 technical classes; 24 career classes. For the academic classes, 400 (73.2%) were taught by full-time instructors; 207 (80.2%) of technical classes were taught by full-time instructors, and 36 (87.8%) of career courses were taught by full-time instructors. Eighty (80%) of classes in Spring 2017 with three (3) or more credit hours were taught by full-time instructors.

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

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

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

- **Assessment Results 2020-2021:**

**Fall 2020:** There were 647 classes with three (3) or more credit hours (no virtual) offered in Fall 2019 as follows: 393 academic classes; 215 technical classes; 39 career classes. For the academic classes, 368 (93.6%) were taught by full-time employees; 214 (99.5%) of technical classes were taught by full-time employees, and 27 (69.2%) of career courses were taught by full-time employees. Ninety-four percent (94.1%) of classes in Fall 2020 with three (3) or more credit hours were taught by full-time employees.

**Poplarville (Main Campus)** offered 388 classes with three (3) or more credit hours in Fall 2020 as follows: 247 academic classes; 116 technical classes, and 25 career classes. For academic classes, 234 (94.7%) were taught by full-time employees. For technical classes, 116 (100%) were taught by full-time employees. For career classes, 22 (88%) were taught by full-time employees. Overall, ninety-six percent (95.9%) of classes in Fall 2020 with three (3) or more credit hours were taught by full-time employees on the Poplarville campus.

**The Forrest County Center** offered 211 classes with three (3) or more credit hours as follows: 121 academic classes; 81 technical classes; 9 career classes. For academic classes, 110 (90.9%) were taught by full-time employees. For technical classes, 80 (98.8%) were taught by full-time employees. For career classes, 5 (55.6%) were taught by full-time employees. Overall, 92.4% of classes offered at the Forrest County Center in Fall 2020 with three (3) or more credit hours were taught by full-time employees.

**The Hancock Center** offered 48 classes with three (3) or more credit hours as follows: 25 academic classes; 18 technical classes; 5 career classes. For academic classes, 24 (96.0%) were taught by full-time employees. For technical classes, 18 (100%) were taught by full-time employees. For career classes, 5 (100%) were taught by full-time employees. Overall eighty-seven percent (87.5%) of classes offered at the Hancock Center in Fall 2020 with three (3) or more credit hours were taught by full-time employees.

**Spring 2021:** There were 535 classes with three (3) or more credit hours (no virtual) offered in Spring 2021 as follows: 305 academic classes; 206 technical classes; 24 career classes. For the academic classes, 284 (93.1%) were taught by full-time employees; 202 (98.1%) of technical classes were taught by full-time employees, and 17 (70.8%) of career courses were taught by full-time employees. Ninety-four (94.0%) of classes in Spring 2021 with three (3) or more credit hours were taught by full-time employees.

**Poplarville (Main Campus)** offered 329 classes with three (3) or more credit hours in Spring 2021 as follows: 196 academic classes; 115 technical classes, and 18 career classes. For academic classes, 184 (93.9%) were taught by full-time employees. For technical classes, 114 (99.1%) were taught by full-time employees. For career classes, 14 (77.8%) were taught by full-time employees. Overall, ninety-five (94.8%) of classes in Spring 2021 with three (3) or more credit hours were taught by full-time employees on the Poplarville campus.

**The Forrest County Center** offered 171 classes with three (3) or more credit hours as follows: 94 academic classes; 73 technical classes; 4 career classes. For academic classes, 85 (90.4%) were taught by full-time employees. For technical classes, 70 (95.9%) were taught by full-time employees. For career classes, 2 (50%) were taught by full-time employees. Overall, 91.8% of classes offered at the Forrest County Center in Spring 2021 with three (3) or more credit hours were taught by full-time employees.

**The Hancock Center** offered 35 classes with three (3) or more credit hours as follows: 15 academic classes, 18 technical classes, and 2 career classes. For academic classes, 15 (100%) were taught by full-time employees. For technical classes, 18 (100%) were taught by full-time employees. For career classes, 1 (50%) was taught by full-time employees. Overall 97.1% of classes offered at the Hancock Center in Spring 2021 with three (3) or more credit hours were taught by full-time employees.

**Source of Documentation:** MCCB Audit files, Office of Institutional Research

**Use of Assessment Results:** Hyflex will be utilized to most efficiently teach classes across three campuses. Additionally, new programs, Massage Therapy and Court Reporting, will be added to Forrest County and Hancock Campuses, and Residential and Commercial Construction Technology will be added to the Forrest County Campus.

### **Internal Performance Indicator 3**

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

- **Assessment Results 2018-2019:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

**Source of Documentation:** Offices of Vice President for Poplarville Campus and Instruction, Vice President for Hancock Center, Vice President for Forrest County Operations, and Dean of Career Technical Education Programs

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

- **Assessment Results 2019-2020:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

**Source of Documentation:** Offices of Senior Vice President for Instruction/Provost, Dean of Career and Technical Education Programs, , Vice President for Forrest County Operations

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

- **Assessment Results 2020-2021:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

**Source of Documentation:** Offices of Senior Vice President for Instruction/Provost, Dean of Career and Technical Education Programs, Vice President for Forrest County Operations

**Use of Assessment Results:** In order to insure compliance, hiring practices will continue to



follow SACSCOC guidelines and The Qualifications Manual for Postsecondary Career and Technical Personnel. General Education applicants will continue to be required to demonstrate a lesson plan as part of the interview process.

#### **Internal Performance Indicator 4**

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

- **Assessment Results 2018-2019:** Attendance records indicate that at least eight-eight (88%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 6, 2018

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

**Use of Assessment Results:** Evaluations of the session indicated that the format of the program was favorable by those who attended. The Professional Development committee will meet to review the evaluations and to use those when planning future events. A makeup day for professional development will be implemented for absentees from the official Professional Development Day.

- **Assessment Results 2019-2020:** Attendance records indicate that at least ninety-six percent (95.9%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 12, 2019, or Friday November 15, 2019.

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

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

- **Assessment Results 2020-2021:** Attendance records indicate that at one hundred percent (100%) of PRCC faculty and professional staff participated in the Professional Development Sessions during the week of August 10-14, 2020

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

**Use of Assessment Results:** The Professional Development Committee reviews feedback from professional development activities and utilizes suggestions in planning future sessions. Due to positive feedback from online offerings, this format will be utilized in companionship with face-to-face options.

#### **Internal Performance Indicator 5**

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

- **Assessment Results 2018-2019:** In addition to the required Professional Development Sessions held in August, one hundred percent of faculty and one hundred percent of professional staff participated in professional development activities throughout the year. All allied health faculty members attended field-specific professional development according to differentiated accrediting bodies.

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

**Use of Assessment Results:** Faculty and staff are invited to attend various Lunch and Learn sessions each year as well as departmental brown bag sessions. Faculty members and staff who attend professional conferences will be asked to make presentations to share new educational trends with all faculty and staff. These sessions are well liked by faculty and staff. eLearning provides online training videos through the MSVCC Academy and Wildcat Academy. Plans are being made to incorporate National Institute for Staff and Organizational Development (NISOD) online training videos as professional development opportunities for the upcoming year.

- **Assessment Results 2019-2020:** Records indicate that 100 percent of faculty and 100 percent of professional staff participated in professional development activities in addition to the annual PRCC orientation/professional development sessions provided in August.

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

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

- **Assessment Results 2020-2021:** One hundred percent of faculty and professional staff participated in the annual PRCC orientation/professional development activities. Due to COVID-19, the traditional August professional development sessions were held virtually, with a wider latitude for due dates.

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

**Use of Assessment Results:** Professional development evaluation results indicate a very positive response to hosting the professional development sessions virtually. Respondents indicated a strong approval for the opportunity to select applicable sessions, or to view all sessions, which is limited when all sessions are in-person. Preference was also indicated for the freedom to view sessions according to personal schedule availability.

## **Internal Performance Indicator 6**

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

- **Assessment Results 2018-2019:** Attendance records indicate that 74% of support staff attended the 2018 fall semester staff development sessions. Employees in the Police Department and Physical Plant participate in additional training specific to their areas.

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

**Use of Assessment Results:** More opportunities for professional development are being offered to support staff. Many attend departmental brown bag sessions. Ellucian offers a variety of topics tailored to the needs of all staff, including those in support positions. Additionally, a makeup day for professional development will be instituted for those who were not in attendance on the official Professional Development Day.

- **Assessment Results 2019-2020:** Attendance records indicate that 86% of support staff expected to attend the 2019 fall semester staff development activities were in attendance.

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

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

- **Assessment Results 2020-2021:** Attendance records indicate that 99% of support staff participated in the 2020 fall semester staff development sessions. Employees in the Police Department and Physical Plant participate in additional training specific to their areas.

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

**Use of Assessment Results:** The Professional Development Committee reviews feedback from professional development activities and utilizes suggestions in planning future sessions. Due to positive feedback from online offerings, this format will be utilized in companionship with face-to-face options.

## **Internal Performance Indicator 7**

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

- **Assessment Results 2018-2019:** The College has provided its faculty and staff with a 4.00% salary increase for both FY 2019 and FY 2020.

**Source of Documentation:** Vice President for College Operations.

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

- **Assessment Results 2019-2020:**—Both FY 2019 and FY 2020 have seen a 4.00% increase in faculty and staff salaries. The College has also established an institutional minimum wage of \$10.00 per hour.

**Source of Documentation:** Senior Vice President for College Operations

**Use of Assessment Results:** The College will make every effort through the FY 2021 to continue with the minimum annual salary increase of 3.00%. This increase will enable the College to remain competitive in its recruitment efforts for new faculty and staff, as well as enable its employees to experience any offset to the inflationary rates being experienced throughout our region.

- **Assessment Results 2020-2021:** The College provided its faculty and staff with a 3.00% salary increase for FY 2021.

**Source of Documentation:** Vice President for College Operations

**Use of Assessment Results:** The College will prioritize efforts to provide the minimum annual salary increase of 3.00%. This increase will enable the College to remain competitive in its

recruitment efforts for new faculty and staff. Annual raises also enable employees to counterbalance inflation.

### **Internal Performance Indicator 8**

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

- **Assessment Results 2018-2019:** Fifty-six percent of the online faculty participated in the annual online instructor meeting during the spring semester. Thirty-six percent watched the recording of the meeting before the fall semester in order to prepare for the fall semester. The total percentage for receiving the online instructor meeting information was Ninety-two percent (92%).

**Source of Documentation:** Director of eLearning

**Use of Assessment Results:** The online instructor meeting was held during the spring 2019 semester. There were many changes happening for the summer semester. The number of participants was smaller this year because we gave the option to attend the “live” meeting in the spring for those teaching during the summer semester and if time permitted our office would have another “live” meeting for instructors that teach in the fall. Due to time constraints, we were only able to allow the recording for those that didn’t participate in the spring meeting. Documentation indicated that 40 online instructors viewed the recording.

- **Assessment Results 2019-2020:** Eighty three percent of online instructors participated in the annual professional development training during the spring semester. Fifty-seven instructors participated in the synchronous session, while thirty-six instructors watched the recording and completed a quiz.

**Source of Documentation:** The Office of eLearning provided an online session in order to accommodate the varied schedules. Instructors must provide their first and last name when signing into the virtual meeting and the roster is captured and saved on a drive for documentation purposes. The quiz located in Canvas-eLearning Community provides evidence for the instructors that watched the recording.

**Use of Assessment Results:** Although there was not 100% participation, the online session recording and quiz was sent to those that were unable to participate during the scheduled session. Online instructors will continue to be strongly encouraged to participate during the scheduled professional development training session each year. Various technologies will be utilized to provide the information the instructors need to have a successful academic year. Throughout the year updates are sent to the online instructors as they arise.

- **Assessment Results 2020-2021:** Ninety-nine percent of online instructors viewed the online instructor meeting Studio video recording and completed the quiz for Fall 2020. Ninety-six percent of online instructors viewed the online instructor meeting Studio video recording and completed the quiz for Spring 2021.

**Source of Documentation:** The Office of eLearning provided an online session during both the Fall and Spring semester with updates for each semester. The video recordings were created using Zoom and imported into Studio which is located in the eLearning Community courses within Canvas. Online

instructors access the videos through the eLearning Community in Canvas and complete the quiz while watching the videos. A participation indicator is located in the gradebook for each online instructor that viewed the recordings.

**Use of Assessment Results:** Although there was not 100% participation, the online sessions recordings, showed an increase in participation by having the recording and quiz within Studio. The Office of eLearning will continue to provide the meetings in this format which is valuable in making sure the online instructors are up-to-date during the Fall and Spring semesters. If other updates need to be addressed, a message is sent to online instructors using the eLearning Community in Canvas.

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

Commitment Statement:

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

**Internal Performance Indicator 1**

At least 70% students participating in an annual campus climate survey will indicate that they are satisfied with the assistance given to them by support staff.

- **Assessment Results 2018-2019:** The Campus Climate Survey was administered in Spring 2019. Semester with a 68.6% percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

<b>Forrest County Center</b>	<b>Hancock Center</b>	<b>Poplarville Campus</b>	<b>PRCC Overall</b>
<b>68.5%</b>	<b>81.0%</b>	<b>69.1</b>	<b>68.6%</b>

**Source of Documentation:** Office of Vice President for Poplarville Campus and Instruction, Office of Vice President for Hancock Center, and Office of Director of Institutional Research.

**Use of Assessment Results:** The Focus Group Committee met to discuss all aspects of the Campus Climate survey. The committee made recommendations regarding communication about parking and financial aid.

- **Assessment Results 2019-2020:** The Campus Climate Survey was administered in Fall 2019 Semester with a 94% percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

<b>Forrest County Center</b>	<b>Hancock Center</b>	<b>Poplarville Campus</b>	<b>PRCC Overall</b>
<b>93%</b>	<b>96%</b>	<b>93%</b>	<b>94%</b>

**Source of Documentation:** Office of Institutional Research

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

- **Assessment Results 2020-2021:** The Campus Climate Survey was administered in Fall 2020 Semester with a 95% percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

Forrest County Center	Hancock Center	Poplarville Campus	Online	PRCC Overall
97%	97%	94%	97%	95%

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The Focus Group Committee met to discuss the results from the Campus Climate survey. It was determined that time management techniques will be shared with students through several platforms, including ROAR, Communication and Marketing Department platforms, and professional development offerings.

## **Internal Performance Indicator 2**

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

- **Assessment Results 2018-2019:** These projects have been **completed during the 2018-2019** school year:

### **Poplarville Campus**

- A. Baseball field upgrades
- B. Soccer field upgrades
- C. Cafeteria- West Dining Room-Renovation Completed
- D. Fencing of band field
- E. New Dormitories-plans approved
- F. Science Building addition-plans approved.
- G. Purchase for residential property for the relocation of the Early Childhood Academy-plans approved
- H. Renovation and relocation of eLearning-completed
- I. Seal Hall and Garvin H. Johnston Library-Funds were secured. An architect was selected for the planning phase of renovations.
- J. Welding/Cutting Technology-extended classroom space (doubled)
- K. Football field-plans approved to replace grass with artificial turf.

### **Forrest County Center**

- A. FCC Building #3-Student Services area and classrooms were updated/upgraded.
- B. Paved parking lot
- C. Police light installation
- D. Multi-Purpose Room renovations and upgrades
- E. Courtyard-A grant was secured from Mississippi Department of Transportation (MDOT) for the planning and construction of the courtyard area.
- F. Plans were finalized for the renovation of Building 5 to provide space for the relocation of the

Bookstore, Dr. William Lewis Honor's Institute, and addition of the Grill.

**Hancock Center**

- A. Procured an additional \$4,000,000 in funding from the BP Restore Act.
- B. Selected both an architect and an engineer for the Hancock Center Project.
- C. Completed the grant application process with Southern Mississippi Planning and Development District in an attempt to secure an additional \$2,000,000 in Federal Funding for the Hancock Center.

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

**Use of Assessment Results:** The administration seeks to continually upgrade facilities and to constantly improve the learning environment.

- **Assessment Results 2019-2020:** These projects have been completed during the 2019-2020 school year:

Poplarville Campus

- A. Artificial turf for stadium completed.
- B. Building for new Science Building is on-going.
- C. Planning for renovations and additions to the cafeteria on-going.
- D. Planning for renovation of Seal Hall is ongoing.

Forrest County Center

- A. Drawings and Specifications for furnishing new Honor's Institute have begun.
- B. Multipurpose Center upgrade has been completed.
- C. Courtyard upgrade has been bid.

Hancock Center

- A. Plans are being drawn for the new facility.

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

**Use of Assessment Results:** Pearl River Community College will continue to upgrade facilities and to constantly improve the learning environment.

- **Assessment Results 2020-2021:** These projects took place during the 2020-2021 school year.

Poplarville Campus

- A. STEM Center construction and Science Building renovation
- B. Construction began on the Seal Hall renovation.
- C. Planning began for eLearning expansion
- D. Wildcat Den and Textbook Distribution Center were relocated.
- E. LED lighting project for Dobie Holder stadium was completed.
- F. Two Residence Halls housing 130 beds each were completed and opened.
- G. Upgrades to seating areas for the soccer field were completed.
- H. Planning began for upgrades to the softball field.
- I. Renovations to the Rodeo Barn were completed.
- J. Renovations to Shivers Gym were completed.

Forrest County Center

- A. Upgrades to the Honor's Institute have been completed.
- B. Micro market and Bookstore upgrades are complete.
- C. Courtyard upgrade has been completed.



- D. Existing classroom space has been renovated to accommodate Massage Therapy, Court Reporting Technology, Commercial and Residential Construction Technology, and Precision Manufacturing and Machining Technology programs.
- E. Construction for the SIM Lab was completed.

#### The Woodall Advanced Technology Center

- A. Signage has been updated
- B. Technology upgrades have been made throughout the Center.

#### Hancock Center

- C. The bid was awarded to the Samuel Day Construction for the 18,000 square foot hangar project.
- D. Plans were finalized and uploaded to the Department of Treasury for approval of the 25,000 square foot Academy Building.

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

**Use of Assessment Results:** Pearl River Community College will continue to upgrade infrastructure across the institution, to include the installation of additional fiber to enhance connectivity. Test proctoring sites will be expended to accommodate the growth of distance education. Call Centers and Help Desks will be created to enhance the student experience. Renovations to the Library and Crosby Hall will take place to accommodate eLearning and the Center for Academic Advancement.

### **Internal Performance Indicator 3**

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

- **Assessment Results 2018-2019:** During the fiscal year of 2018-2019, there were improvements made with the enhancement of campus computer labs by a creation of a yearly replacement cycle. Also, additional wireless and wired infrastructure was purchased to replace aging equipment in the residential halls and academic buildings. This new equipment provides a more robust system with increased coverage and functionality.

**Source of Documentation:** Office of the Chief Information Officer.

**Use of Assessment Results:** PRCC has made investments in upgrading the technology infrastructure that helps facilitate future improvements of the student experience while at the same time providing additional resources for use by faculty and staff.

- **Assessment Results 2019-2020:** The Office of Information Technology implemented new and updated services on the campus to address the technology needs of the institution. These improvements included upgrading or replacing the aging wireless infrastructure on the College's campuses to provide faculty, staff, and students increased access to campus resources. As part of these improvements outdoor wireless coverage areas were added to provide students with additional areas of accessing the campus network. Also, OIT implemented a computer lab replacement cycle to systematically replace aging computer labs used by students with new Dell equipment that provides a much better experience to the students while they are working on their course work. OIT implemented additional security solutions for the campus including Cisco Umbrella for DNS to protect the college from DNS attacks, Cisco AMP for Endpoints which protects critical College systems with advanced threat protection, and enhanced email security to protect against phishing and malicious spam messages.

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

**Use of Assessment Results:** Ongoing evaluations of the current technology infrastructure and industry best practices are used to provide the best features and functionality while protecting the College's best interests. Each year, OIT collaborates with key College administration, faculty, and staff to compile a wish list of technology enhancements that would benefit PRCC. OIT will then prioritize the potential projects to make the best use of the limited available funds to make improvements to the College technology infrastructure. While focusing on all three constituent groups (students, faculty, and staff) that make up the college equally. The Banner Document Management System will be evaluated for possible inclusion in the offices of Admissions and Financial Aid for secure document upload. Hyflex will be evaluated for possible use in growing online enrollment.

- **Assessment Results 2020-2021:** The Office of Information Technology (OIT) implemented products and services to address the changing needs technology needs of the institution due to the ongoing pandemic. These improvements included rolling out laptops to all faculty and staff to help facilitate a need for working remotely. Additional new laptop carts were distributed across campus to help with student access while also allowing for social distancing. Students were also allowed to check out laptops to access online resources and complete course work. OIT also create campus hotspots in parking lots on each campus to provide access for students to drive up and have wireless coverage to accessing the campus network resources. OIT also rolled out Cisco WebEx video conferencing solution for use by the faculty, staff, and students to meet the needs of working or attending classes remotely. Also, as part of the WebEx implementation Cisco Room kits were installed in shared classrooms to allow faculty to hold classes with students participating from both on campus and remotely utilizing the technology.

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

**Use of Assessment Results:** OIT performs evaluations yearly of the current technology trends in the industry against the technology used by the College to provide the best features and functionality while protecting the College's best interests. Each year, the college conducts a needs assessment where each department is allowed to submit a request for enhancements. OIT works with the College administration to compile the needs assessment for technology enhancements that would benefit the different areas of PRCC. The College administration works with OIT to prioritize each of these requests. This is done so that projects that receive funding make the biggest impact on the entire College while focusing on all three constituent groups (students, faculty, and staff) that make up the college equally.

#### **Internal Performance Indicator 4**

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

- **Assessment Results 2018-2019:**

Total Foundation Cash and Investments:

6/30/2019	6/30/2018	(+or-)
\$8,844,966.97	\$8,764,435.25	(+\$80,531.72)

The total cash and investments for the 2019 fiscal year end is higher than 2018 due primarily to increased earnings on endowed and unrestricted investments that the foundation board has made over the course of the last twelve months.

The total Annual Fund (Unrestricted) cash earnings and pledges raised for the foundation operating purposes in fiscal year 2018-2019 is \$123,408.00. This is \$66,132.00 more than fiscal year 2017-2018.

Foundation Scholarships funded during the 2018-2019 fiscal year:

<u>Fiscal Year 2018-2019</u>	<u>Fiscal Year 2017-2018</u>	<u>(+ or -)</u>
510 Scholarships Totaling Scholarships	416 Scholarships Totaling	+94
\$466,111.76	\$402,297.34	
+\$63,814.42		

**Source of Documentation:** The Foundation Annual Audit which is performed by Angela Herzog's CPA firm and the minutes of the Development Foundation Board of Directors Meetings which are held six times a year serve as the source of documentation. In addition, reports on the financial status and activities conducted are presented at the monthly College Board of Trustees Meetings by the Executive Director of the Foundation.

**Use of Assessment Results:** Cash and Investments for the Foundation are managed primarily through two banking investment groups. There are also several other investments that the foundation holds. All of these have had good growth over this past fiscal year. The Foundation Board has been able to not only increase the funding of Foundation Scholarships but also to contribute to various capital projects that have been undertaken by the college. The Foundation Board will assess the growth of investments along with new giving to the foundation to determine what can be funded during this fiscal year. The primary growth on Scholarship Funding has come through support from public and private foundations and the addition of new scholarships being established.

- **Assessment Results 2019-2020**

**Total Foundation Cash and Investment Balance: Fiscal Year: 2019-2020**

<u>06/30/2019</u>	<u>06/30/2020</u>	<u>(+ or -)</u>
\$8,956,310.00	\$8,904,368.80	(-\$51,941.20)

**Total Annual Fund (Unrestricted) cash and pledges** raised for foundation operating purposes in fiscal year 2019-2020 is \$50,322.00. This is \$4,043.00 less than fiscal year 2018-2019 ending.

**Foundation Scholarships funded during 2019-2020 fiscal year.**

<u>Fiscal Year 2019-2020</u>	<u>Fiscal Year 2018-2019</u>	<u>(+ or -)</u>
\$217,640.22	\$ 461,111.76	+56,528.46

**Source of Documentation:** The Foundation Annual Audit which has been performed by Angela Herzog's CPA Firm and the minutes financial reports provided at each of the Development Foundation Board of Directors Meetings which are held six times annually serve as sources of documentation.

**Use of Assessment Results:** Total Cash and Investments reflect a lower balance than the prior year; however, the foundation made a much greater financial investment to college projects, programs, and college facilities in 2019-2020 verses 2018-2019. The foundation also increased the amounts awarded to the foundation scholarship program in 2019-2020 over the previous year. Unrestricted earnings were negatively impacted partially due to Covid-19 virus.

- |                                      |                   |                   |                   |
|--------------------------------------|-------------------|-------------------|-------------------|
| <b>Assessment Results 2020-2021:</b> | <u>06/30/2020</u> | <u>06/30/2021</u> | <b>+90,714.04</b> |
|                                      | 8,904,368.80      | 9,811,509.21      |                   |

The total annual fund cash and pledges raised for the foundation operating purposes in fiscal year 2020-2021 is 54,857. This is 4,535 more than fiscal year 2019-2020.

<u>Fiscal Year 2020-2021</u>	<u>Fiscal Year 2019-2020</u>	-72,693.02
419,371	492,064.02	

**Source of Documentation:** The Foundation Annual Audit which has been performed by Angela Herzog's CPA Firm and the minutes financial reports provided at each of the Development Foundation Board of Directors Meetings which are held six times annually serve as sources of documentation.

**Use of Assessment Results:** Total Cash and Investments reflect a higher balance than the prior year. The foundation investments grew during the 2020-2021 year versus the 2019-2020 year at a much higher rate. Due to Covid-19 our scholarships were negatively impacted for the 2020-2021 school year versus the prior year.

### **Internal Performance Indicator 5**

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

- Assessment Results 2018-2019:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, the following community-wide wellness programs were offered.

  1. Women's Health Symposium
  2. Silver Sneakers Program for Senior Citizens
  3. Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking/Running, Spinning, and Tabata
  4. Food Drives
  5. Toy Drive
  6. Pre/Post Fitness Assessments for Wellness Center Members
  7. Incentive Programs
  8. Halloween Bike Ride
  9. Stress Management/Movement on the Ball at your desk
  10. Food Donations for Brother's Keeper
  11. 12 hours of Exercise before Turkey Day
  12. 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
  13. Paint the Town Pink to raise money to help local individuals who are fighting breast cancer/Partnership with Pearl River County Hospital & Nursing Home, Rotary Club of Poplarville, & the Poplarville Woman's Club
  14. First Aid and CPR Instructor Trainer Course
  15. Hosted Motivating Mississippi Keys to Living Healthy
  16. Wellness Obstacle Course Run
  17. Wildcat Wellness Low Ropes Course
  18. Wildcat Wellness Healthy Cooking Demonstration

19. Wildcat Wellness Go Cub Wild Kids Camp & Many additional Kid Camps
20. Wildcat Wellness Outdoor Exercise Equipment & Walking Track available to the community 24/7
21. "Get Ready to Run!" program in grades k-5 as part of the Wildcat Wellness Initiative.
22. Fun Run/Walks are offered each semester  
Note: The Wildcat Wellness Initiative was made possible through a grant from Blue Cross & Blue Shield of Mississippi Foundation.
23. Poplarville Campus opened "The Market", and Forrest County Center opened "Wildcat Wishes", food pantries for students dealing with food insecurity.

**Source of Documentation:** Office of Director of Wellness Center

**Use of Assessment Results:** Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State. Based on assessment results it was determined that we need to continue offering our current hours and days that the Wellness Center is open each week. It was also determined that additional parking is needed. Multiple grants from the Blue Cross and Blue Shield of Mississippi Foundation and the Lower Pearl River Foundation have helped us to create a culture of health and wellness on campus and in our surrounding community. It was determined that we should submit another grant to the Blue Cross and Blue Shield of Mississippi Foundation to extend the "Wildcat Wellness Initiative" to our Forrest County Campus. We are waiting on Blue Cross and Blue Shield of Mississippi Foundation to decide if they are going to offer a grant opportunity to our satellite campus in Forrest County. The Wellness Center will continue offering all wellness programs listed above, and the current hours and days of operation will continue in the Wellness Center

- **Assessment Results 2019-2020:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.
  1. Women's Health Symposium
  2. Silver Sneakers Program for Senior Citizens
  3. Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking/Running, & Spinning
  4. Food & Toy Drives
  5. Pre/Post Fitness Assessments for Wellness Center Members
  6. Incentive Programs to encourage healthy lifestyles
  7. 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
  8. First Aid and CPR Instructor Trainer Course
  9. Hosted Motivating Mississippi Keys to Living Healthy
  10. Help with "Paint the Town Pink" at the Pearl River County Hospital
  11. "Paint the Town Pink"/Partnership with the Rotary Club of Poplarville, Woman's Club of Poplarville, & Pearl River County Hospital to help individuals fighting breast cancer
  12. "Wildcat Wellness Obstacle Course Run" on campus
  13. "Wildcat Wellness Low Ropes Course" available to the community and students
  14. "Wildcat Wellness Healthy Cooking Demonstration" continue each semester
  15. Held the third annual "Wildcat Wellness Go Cub Wild Kids Camp"
  16. Outdoor exercise equipment available to everyone as part of the Wildcat Wellness Initiative
  17. Helped to implement the "Get Ready to Run!" program in the k-3 grade as part of the Wildcat Wellness Initiative.
  18. "Wildcat Wellness Bike Rental Program" Safe bike lane complete
  19. Fun Run/Walks are offered each semester  
\*Note: The Wildcat Wellness Initiative was made possible through a grant from Blue Cross & Blue Shield of Mississippi Foundation

**Source of Documentation:** Office of Director of Wellness Center

**Use of Assessment Results:** Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State. Based on assessment results it was determined that we need to continue offering our current hours and days that the Wellness Center is open each week. It was determined that we will continue to implement the healthy “Wildcat Wellness Initiative” to improve the culture of health and wellness on campus that will extend into the community. Additional spin classes will be added. Current hours and days of operation will continue in the Wellness Center  
Application for “Wildcat Wellness Initiative” Blue Cross and Blue Shield of Mississippi Foundation Grant will be made. The Wildcat Wellness Initiative will continue.

- **Assessment Results 2020-2021:** : In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.
  1. Classes: Zumba, Pilates, Yoga, Fitness Walking
  2. First Aid and CPR Instructor Trainer Course
  3. “Wildcat Wellness Obstacle Course Run” on campus
  4. “Wildcat Wellness Low Ropes Course” available to the community and students
  5. Outdoor exercise equipment available to everyone as part of the Wildcat Wellness Initiative
  6. “Wildcat Wellness Bike Rental Program”

**Source of Documentation:** Office of Director of Wellness Center

**Use of Assessment Results:** Due to Covid-19, some of the group exercise and group events were temporarily curtailed. We will continue improving the health and well-being of the citizens in this area of the State by offering more events and programs as everything begins to reopen and as people continue to get vaccinated. We plan to offer extended hours again starting in Fall 2021. We will emphasize the “Wildcat Wellness Initiative” to improve the culture of health and wellness on campus, which will extend into the community. The “Wildcat Wellness Initiative” continues on campus with a tobacco grant from the Blue Cross and Blue Shield of Mississippi Foundation.

## **Internal Performance Indicator 6**

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

- **Assessment Results 2018-2019:** Ninety-one percent (goal 70%) of students participating in the first-year seminar indicated campus resources were beneficial to their success.

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

**Use of Assessment Results:** Findings from the previous academic year were shared with requisite student support offices across campus that are responsible for the particular campus resources identified as important from the FYS Student Satisfaction Survey. To integrate campus resources partners on a college-wide scale, we hosted a campus resource fair during the second week of school; the event was replicated at all three locations. We will continue to seek input from these partners on how to better connect with students, particularly during summer orientation. Additionally, we will continue to involve campus resources partners in FYS courses by asking them to participate in classroom and college-wide activities/seminars.

- **Assessment Results 2019-2020:** Ninety-one (91%) (goal 70%) of students participating in the first-year seminar indicated campus resources were beneficial to their success.

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

**Use of Assessment Results:** Findings from the previous academic year were shared with requisite student support offices across the college that are responsible for the particular campus resources identified as important from the FYS Student Satisfaction Survey. To integrate campus resources partners on a college-wide scale, we hosted a campus resource fair during the second week of school; the event was replicated at all three locations. Monitoring will continue on how to better connect with students, particularly during summer orientation. Additionally, continued involvement from campus resources partners in FYS curriculum is planned. Professional staff employees from across the college that represent various academic and student affairs resources to facilitate the mandatory FYS courses (LLS 1313) during the next reporting period have been targeted.

- **Assessment Results 2020-2021:** Ninety-three (93%) (goal 70%) of students participating in the first-year seminar indicated campus resources were beneficial to their success.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Findings from the previous academic year were shared with requisite student support offices across the college that are responsible for the particular campus resources identified as important from the FYS Student Satisfaction Survey. Due to COVID-19, we were unable to host an in-person campus resource fair; however, students within the FYS were provided with campus resource information and received weekly announcements regarding resources. Continued involvement from campus resources partners in FYS curriculum and workshops is planned. Professional staff employees from across the college that represent various academic and student affairs resources to facilitate the mandatory FYS courses (LLS 1313) during the next reporting period have been targeted.

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

### **Commitment Statement:**

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

### **Internal Performance Indicator 1**

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

- **Assessment Results 2018-2019:** The Marketing & Communications Department releases several publications each month to communicate to students, employees, and the community. Each month The River is Rising Report is sent out and loaded to [prcc.edu/riverisrising](http://prcc.edu/riverisrising) which includes a recap of the monthly activities on all campuses. The Parent Prowl Newsletter is sent to all parents who submitted their email at ROAR once a month with updates of campus events and upcoming deadlines. Each week the Wildcat Dispatch is sent as an inter-office communication to all employees making the employees aware of activities and dates on campus for the upcoming week. All of these publications are available for print as a PDF.

**Source of Documentation:** Copies of the River Reminders report are on file in the office of the Vice President for Poplarville Campus and Hancock Center. Copies of the Wildcat Dispatch are on file in the office of the Vice President for Planning and Effectiveness

**Use of Assessment Results:** Our social media platform consists of over 30 social media sites where we will facilitate the appropriate content to the specific targeted audience about upcoming events, achievements, recognitions, and deadlines.

- **Assessment Results 2019-2020:** The Marketing & Communications Department produces many different print and digital communications. The Wildcat Dispatch is released weekly via email to all employees, highlighting upcoming events each week on our three locations. The Wildcat Weekly is a video released each week to students covering all “happenings” at each location. The River is Rising Report is released once a month to highlight the main accomplishments of the institution. All press releases that are sent to media can be found on our website - <http://prcc.edu/press-releases>. Students are updated on activities and events daily through the Wildcat TV Channel, accessible in all dorm rooms. The Parent Prowl blog is updated monthly for student parents The digital signage on television monitors located throughout all campuses are updated as new material is created. Weekly videos are added to our colleges YouTube channel. Daily communication is facilitated through the use of over 10 social media sites which include all general college information as well as athletics. Athletics events are streamed through an internal streaming system.

**Source of Documentation:** All files can be found on social media sites, YouTube channels, the Director of Marketing’s office and in the Associate Vice President’s Office for Marketing and Communication.



**Use of Assessment Results:** The Marketing & Communications Department has seen a huge increase in social media site traffic due to an increase in output of digital materials. A focus of increasing traffic to the PRCC website through better communication was effective through the addition of informational graphics. Students and employees will be surveyed about communication preferences. The Wildcat Weekly for students and Wildcat Dispatch for employees have been an effective communication method for all of the Wildcat Family.

- **Assessment Results 2020-2021:** PRCC has seen another consecutive semester of enrollment/credit-hour growth compared to the other Mississippi Community Colleges. The use of digital media allows us to be more efficient and to target a mass audience through various algorithms and marketing strategies. Our digital media performed very well, leading to an increased traffic count for our website and social sites.

	Facebook	Instagram	Twitter	YouTube	TikTok	Total
Posts	654	413	96	75	12	1,250
Reach	73,364	9,457	16,7300	53,3400	24,988	1,468,819
Engagement	350,658	9,582	831	47,500	2,160	410,731
Clicks	16,798		230			17,028
Comments	1,391	92	8	15	1	1,507
Shares	9,786	531	131		41	10,489

**Source of Documentation:** The Marketing and Communications tab is located in Riverguide, under the Faculty/Staff Information sites. This tab contains all social links as well as additional information about performance of the site. Files and examples are also stored in the office of the Associate Vice President for Marketing and Communication.

**Use of Assessment Results:** Digital strategies will be expanded and utilized to increase enrollment and to the communicate the mission of the institution to potential students. New social media platforms will be implemented in the upcoming year.

## **Internal Performance Indicator 2**

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

- **Assessment Results 2018-2019:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. The assessment cycle is shared with all faculty and staff through the Institutional Research newsletter that is published each semester.

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

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

- **Assessment Results 2019-2020:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific

offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. The assessment cycle is shared with all faculty and staff through the semi-annual Office of Planning and Research Newsletter.

**Source of Documentation:**

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

- **Assessment Results 2020-2021:** Documents prepared by the Office of Planning and Institutional Research can be viewed online on the Office's website <http://prcc.edu/office-planning> . The website for the Office of Planning and Institutional Research, which is updated frequently, provides information regarding all areas of the College. The assessment cycle is shared with all faculty and staff through the semi-annual Office of Planning and Research Newsletter, which is distributed electronically and accessible on the Office's website.

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

**Use of Assessment Results:** Plans were made to include assessment information for department chairs in email, on the website, and through Webex recordings. The semi-annual OPIR Newsletter will continue to supply updates, and the webpage will be monitored for user-friendly upgrades.

### **Internal Performance Indicator 3**

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

- **Assessment Results 2018-2019**

Faculty and professional staff from all campuses met on August 12, 2019, at the Poplarville campus with at least eighty-eight percent (88%) of PRCC faculty and professional staff in attendance. Topics included a panel discussion by PRCC administrators, entitled "Five Elements of Successful Teamwork". Team-building activities were then conducted. Departmental meetings were conducted at the Poplarville Campus for Poplarville/Hancock Center faculty and at the Forrest County Center. Topics discussed included, but were not limited to, student learning assessment, course content and curriculum and employee expectations for the year.

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

**Use of Assessment Results:** The general faculty meeting is a time for all locations to come together to discuss issues related to the college. Smaller meetings will be held at each location to discuss student learning outcomes and use of assessment.

- **Assessment Results 2019-2020:** Faculty and professional staff from all campuses met on August 12, 2019 (A makeup session was conducted on November 15, 2019.) at the Poplarville campus with at least ninety-six percent (96%) of PRCC faculty and professional staff in attendance. Topics included a keynote presentation by Dr. Adam Breerwood entitled, "Fill Your Cup". "Five Elements of Successful Teamwork" was presented through a panel format. A Campus Climate update was presented following a team rally for faculty and professional staff. Department meetings were conducted at the Poplarville campus for Poplarville/Hancock Center faculty and at the Forrest County Center. Topics discussed included, but were not limited to, student learning assessment, course content and curriculum and employee expectations for the year.

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

**Use of Assessment Results:** The general faculty meeting is a time for all locations to come together to discuss issues related to the college. Smaller meetings will be held at each location as well. To protect the health and well-being of all employees, online professional development offerings are being planned.

- **Assessment Results 2020-2021:** Faculty and professional staff from all campuses utilized an online platform during the week of August 14-18, 2020, with one hundred percent (100%) participation of faculty and professional staff. Topics included a charge from Dr. Adam Breerwood encouraging commitment, patience, understanding, and dedication, and a Keynote Presentation by Attorney, Jim Keith, entitled, "Protecting Professionalism". Concurrent sessions included: Middle College, Faculty Mentorship, Canvas Training, Online Instructing, Marketing, Recruiting, Financial Aid, Grants, Physical Well-being, Developing Scholars, Humans Resources, Dyslexia, and One Drive. Departmental meetings were conducted at the Poplarville campus for Poplarville/Hancock Center faculty and at the Forrest County Center. Topics discussed included, but were not limited to, student learning assessment, Hyflex and Webex and employee expectations for the year.

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

**Use of Assessment Results:** Due to feedback from faculty and staff, Professional Development will implement a hybrid approach for the upcoming year, allowing plenty of departmental meeting opportunities.

#### **Internal Performance Indicator 4**

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

**Assessment Results 2018-2019:**

Department of Business Technology – POP	8/29/18	12/3/18	1/16/19	4/22/19
Department of Industrial Technology – POP	8/15/18		1/10/19	
Department of Construction and Transportation – POP	8/13/18	12/3/18	1/7/19	5/6/19
Department of Dental Hygiene/Dental Assisting Technology – FCC	8/7/18	12/5/18	4/12/19	5/23/19
Department of Drafting and Design Technology	8/14/18	11/12/18	1/23/19	4/17/19
Department of Family and Consumer Sciences – POP	8/12/18	9/30/18 11/20/18	1/17/19 3/26/19	4/30/19
Department of Fine Arts and Communication	8/8/18	10/4/18 11/2/18 11/30/18	1/3/19	5/1/19
Department of Health, Physical Education,	8/1/18	12/4/17	1/22/18	4/25/18

and Recreation				
Department of Humanities and Social Sciences – POP	8/8/18 8/9/18	9/20/18	1/3/19	4/29/19
Department of Humanities – FCC	8/8/18	10/4/18	1/3/19	4/18/19
Department of Social Sciences – FCC	8/8/18	9/4/18 11/27/18	1/8/19 2/19/19	4/2/19
Department of Medical Lab Technology – FCC	8/9/18 8/29/18	10/23/18 12/7/18	1/6/19 1/10/19 1/25/19	2/7/19 2/21/19 3/14/19 3/28/19 4/4/19 4/18/19 5/5/19 5/13/19
Department of Medical Radiologic Technology – FCC	8/7/18	8/7/18	10/18/18	4/3/19
Department of Nursing Education – POP	8/20/18 9/24/18	10/29/18 12/7/18	1/28/19 2/18/19	3/25/19 5/6/19
Department of Occupational Therapy Assistant Technology – FCC	10/8/19	11/11/19		
Department of Occupational Training Technology	8/20/18	11/27/18	1/14/19	4/23/19
Department of Physical Therapist Assistant Technology – FCC	8/20/18	11/29/18	1/16/19	5/16/19
Department of Practical Nursing – POP/FCC	8/15/18	12/11/18	2/7/19	5/7/19
Department of Respiratory Care Technology – FCC	8/8/18	11/8/18	1/4/19	4/4/19
Department of Science, Mathematics, and Business – POP	8/7/18 8/20/18 9/10/18 9/20/18 9/24/18	10/1/18 10/15/18	2/11/19 2/14/19 3/18/19	4/15/19 5/8/19
Department of Mathematics and Business – FCC	8/8/18	11/13/18	1/3/19	5/8/19
Department of Science and Health – FCC	8/8/18	8/15/18 12/5/18	1/9/19 1/16/19	5/1/19
Department of Surgical Technology – FCC	8/16/18	10/11/18 10/23/18 10/26/18 10/31/18	11/7/18 11/16/18 11/28/18 12/5/18	2/8/19 2/28/19 3/28/19 4/26/19 5/3/19 5/16/19

Department of Electronics Engineering	8/7/18	10/25/18	2/27/19	5/1/19
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**Source of Documentation:** This information is available in the offices of department chairs.

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

• **Assessment Results 2019-2020:**

Department of Business and Commerce Technology – POP	08/21/19 11/13/19	01/08/20	03/11/20	04/08/20
Department of Construction and Transportation – POP	8/15/19	11/20/19	1/9/20	4/28/20
Department of Dental Hygiene/Dental Assisting Technology – FCC	8/14/19	12/4/19	1/8/20	3/23/20
Department of Family and Consumer Sciences – POP	04/08/20			
Department of Fine Arts and Communication	8/14/19, 10/21/19, 12/02/19	1/07/20	4/14/20	4/27/20
Department of Health, Physical Education, and Recreation	8/14/19	12/02/19		
Department of Humanities and Social Sciences – POP	8/16/19	12/2/19	1/17/20	2/18/20
Department of Humanities – FCC	08/14/19	08/15/19	01/07/20	03/12/20
Department of Social Sciences – FCC	8/14/19	11/21/19	1/08/20	3/10/20
Department of Industrial Technology – POP	8/21/19	11/13/19	1/08/20, 3/11/20	4/08/20
Department of Medical Lab Technology – FCC	6/1/19, 6/8/19, 6/15/19,	6/22/19, 6/24/19	1/6/20, 1/13/20, 1/20/20, 2/3/20, 2/10/20, 3/9/20	3/16/20, 4/6/20, 4/13/20, 5/4/20, 5/18/20

Department of Medical Radiologic Technology – FCC	4/02/19, 04/04/19	08/14/19, 08/05/19, 12/10/19	03/04/20, 03/05/20	08/11/20, 08/13/20
Department of Nursing Education – POP	8/14/19, 9/16/19, 9/23/19,	10/28/19, 12/9/19	1/7/20, 1/27/20, 3/2/20, 3/13/20	4/13/20, 5/5/20, 5/8/20
Department of Occupational Therapy Assistant Technology – FCC	09/04/19	10/16/19	1/15/20	03/18/20
Department of Occupational Training Technology – FCC	8/14/19	11/4/19	2/7/20	4/27/20
Department of Occupational Training Technology – POP	8/14/19	11/04/20	2/07/20	4/27/20
Department of Physical Therapist Assistant Technology – FCC	08/14/19	11/05/19	01/07/20	03/23/20
Department of Practical Nursing – FCC	8/18/19	12/13/19		5/14/20
Department of Practical Nursing – POP	8/13/19	12/13/19		5/14/20
Department of Respiratory Care Technology – FCC	8/14/19	11/06/19	1/06/20	4/04/20
Department of Science, Mathematics, and Business – POP	8/13/19, 8/14/19	12/4/19	1/8/20, 3/9/20, 3/23/20,	4/16/20, 5/12/20
Department of Mathematics and Business– FCC	8/17/19	4/29/20 5/08/20	1/09/20	4/29/20 5/08/20
Department of Science and Health – FCC	8/13/19, 8/14/19	12/04/19, 1/08/20	3/09/20, 3/23/20	4/16/20, 5/12/20
Department of Drafting and Design Technology	8/21/19	11/13/19	1/8/20	3/11/20, 4/8/20
Department of Surgical Technology – FCC	8/14/19, 8/23/19, 9/04/19, 9/06/20, 9/26/19, 10/08/19, 11/18/19, 12/13/19	1/31/20, 2/14/20, 2/28/20, 3/31/20, 4/01/20, 4/03/20, 4/07/20, 4/08/20, 4/14/20, 4/15/20,	4/16/20, 4/20/20, 4/22/20, 4/23/*20, 5/08/20, 5/11/20, 5/12/20, 5/13/20, 5/14/20, 5/18/20,	6/2/20, 6/10/20, 6/19/20, 6/24/20, 6/26/20, 7/03/20, 7/10/20, 7/17/20, 7/24/20

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

**Use of Assessment Results:** Topics discussed included: class numbers and supplies, QEP Orientation

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

### Assessment Results 2020-2021

Department of Business and Commerce Technology – POP	8/19/20	11/9/20	2/1/21	5/5/21
Department of Construction and Transportation – POP	8/17/20	12/7/20	1/11/21	5/3/21
Department of Dental Hygiene/Dental Assisting Technology – FCC	8/11/20	12/9/20	4/14/21	5/19/21
Department of Family and Consumer Sciences – POP	8/11/20	1/25/21	3/25/21	4/21/21
Department of Fine Arts and Communication	8/11/20,9/17/20, 9/18/20	1/11/21,1/13/21,	3/5/21,3/12/21, 3/29/21	3/30/21,5/14/21
Department of Health, Physical Education, and Recreation	8/10/20,8/17/20	12/7/20	1/11/21	4/26/21
Department of Humanities and Social Sciences – POP	8/10/20	10/8/20	1/5/21	3/25/21
Department of English, Communication, and Fine Arts – FCC	8/11/20	9/22/20	1/13/21	3/3/21
Department of Social Sciences – FCC	6/30/20	8/12/20,10/8/20	2/25/21,	5/5/21
Department of Industrial Technology – POP	8/17/20	12/7/20	1/11/21	5/3/21
Department of Medical Lab Technology – FCC	8/10/20,10/19/20	12/3/20	2/25/21,3/29/21	6/30/21
Department of Medical Radiologic Technology – FCC	8/11/20,8/13/20	10/1/20	3/3/21,3/4/21	3/23/21
Department of Nursing Education – POP	8/11/20,8/12/20,	9/25/20,10/23/20, 12/4/20	1/5/21,2/26/21	3/26/21,5/5/21
Department of Occupational	10/13/20	11/10/20	4/6/21	5/6/21

Therapy Assistant Technology – FCC				
Department of Occupational Training Technology – FCC	9/22/20	10/21/20	3/8/21	3/30/21
Department of Occupational Training Technology – POP	8/17/20,10/5/20	11/16/20	1/28/20,3/15/21	4/26/21
Department of Physical Therapist Assistant Technology – FCC	8/20/20	11/16/20	1/4/21,4/25/21	5/3/21
Department of Practical Nursing – FCC	8/11/20,8/13/20,10/15/20	10/28/20,12/11/20	1/4/21,1/7/21,2/12/21	3/24/21,5/6/21
Department of Practical Nursing – POP	8/11/20,8/13/20,	10/28/20,12/11/20	1/4/21,1/7/21,2/12/21 1/25/21,2/25/21	3/24/21,5/6/21
Department of Respiratory Care Technology – FCC	8/12/20	11/11/20	1/6/21	4/14/21
Department of Science, Mathematics, and Business – POP	7/27/20 8/14/20	9/21/20 10/1/20	1/14/21	4/27/21 5/5/21
Department of Mathematics and Business– FCC	8/10/20	11/16/20	1/13/20,3/23/20	5/5/21,5/12/21
Department of Science and Health – FCC	8/12/21,10/14/20	12/3/20	1/20/21	4/28/21
Department of Drafting and Design Technology	8/12/20	9/30/20,11/5/20	1/7/21	4/8/21
Department of Surgical Technology – FCC	8/11/20,9/17/20,10/21/20,	11/09/20,11/18/20,11/24/20	2/4/21, 2/8/21	2/19/21,4/22/21

**Source of Documentation:** This information is available in the offices of department chairs

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



## **Internal Performance Indicator 5**

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

- **Assessment Results 2018-2019:** –Meetings for Poplarville and Hancock Support Staff were conducted on September 19, 2018, with the Forrest County Center meeting for Support Staff being conducted on September 21, 2018. Updates concerning changes in the Marketing and Recruiting Departments were shared along with updates to the Emergency Action Plan.

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

**Use of Assessment Results:** Information on all departmental changes was shared, and all support staff employees were reminded of the importance of first impressions.

- **Assessment Results 2019-2020:** Meetings for the Poplarville and Hancock Support Staff were conducted on September 13, 2019 and the Forrest County Center meeting for Support Staff was conducted on October 4, 2019. A makeup session was held for all three campuses on November 15, 2019. Updates concerning mental health for employees and students was provided. Team building was promoted, and an update from the Quality Enhancement Plan was presented, as well as an overview of campus safety and social media were provided.

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

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

- **Assessment Results 2020-2021** All support staff meetings for professional development were conducted online during the week of August 10-14, 2020. Support staff selected three options from a list of concurrent sessions including: Middle College, Faculty Mentorship, Canvas Training, Online Instructing, Marketing, Recruiting, Financial Aid, Grants, Physical Well-being, Developing Scholars, Humans Resources, Dyslexia, and One Drive.

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

**Use of Assessment Results:** Customer service and quick responses will be emphasized in future training.

## **Internal Performance Indicator 6**

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

**Assessment Results 2018-2019:**

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

06/30/19	<u>Hancock County</u>	<u>Marion/Jeff Davis Counties</u>	<u>Forrest/Lamar Counties</u>	<u>Pearl River County</u>
Totals	(\$23,439.50)	(\$39,541.63)	(\$43,112.30)	
(\$4,924.80)				
Endowed	(\$12,044.36)	(\$34,503.98)	(\$40,180.00)	(-0-)
Scholarship	(\$11,395.14)	(\$5,037.65)	(\$2,932.30)	
(\$4,924.80)				
06/30/18	\$15,240.92	\$34,065.39	\$37,866.95	-0-

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

**Use of Assessment Results:** The County Alumni Chapters are funding more student scholarships each year as a result of their successful events that are conducted in each county.

- **Assessment Results 2019-2020 Fiscal Year:**

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

**Scholarships Funds:**

06/30/2020	<u>Hancock</u>	<u>Marion/Jeff Davis</u>	<u>Forrest/Lamar</u>	<u>Pearl River</u>
	\$407.77	\$1,625.65	\$3,741.54	\$12,563.73
06/30/2019	\$3,895.14	\$5,037.65	\$2,932.30	\$4,924.80

**Scholarship Endowment Funds:**

06/30/2020	<u>Hancock</u>	<u>Marion/Jeff Davis</u>	<u>Forrest/Lamar</u>	<u>Pearl River</u>
	\$12,044.36	\$36,692.58	\$40,000.00	-0-
06/30/2019	\$12,044.36	\$36,692.58	\$40,000.00	-0-

**Source of Documentation:** Results are documented in the minutes of the Foundation's Board of Directors Meetings. The Annual Foundation Audit also reflects the funds related to the Alumni Chapter Scholarships and Support.

**Use of Assessment Results:** The County Chapters increased support of student scholarships for each respective county. For the 2019-2020 school year chapter support was decreased some due to the inability to host some fundraising activities as a result of the Covid-19 Virus. However, most of these fundraising activities will resume as time allows going forward. Endowment Funds remain the same each year unless the Alumni Chapter adds money to their specific Endowment. Earnings from Endowment Investment go into the current scholarship support each semester.

**Assessment Results 2020-2021: Scholarships Funds:**

06/30/2021	<u>Hancock</u>	<u>Marion/Jeff Davis</u>	<u>Forrest/Lamar</u>	<u>Pearl River</u>
	\$2,314.84	\$1,768.65	4,365.65	\$11,929.73

06/30/2020	\$407.77	\$1,625.65	\$3,741.54	\$12,563.73
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**Scholarship Endowment Funds:**

06/30/2021	Hancock	Marion/Jeff Davis	Forrest/Lamar	Pearl River
	\$12,044.36	38,118.72	\$40,000.00	-0-
06/30/2020	\$12,044.36	\$36,692.58	\$40,000.00	-0-

**Source of Documentation:** Results are documented in the minutes of the Foundation’s Board of Directors Meetings. The Annual Foundation Audit also reflects the funds related to the Alumni Chapter Scholarships and Support.

**Use of Assessment Results:** The County Chapters increased support of student scholarships for each respective county. For the 2020-2021 school year chapter support was decreased some due to the inability to host some fundraising activities as a result of the Covid-19 Virus. However, most of these fundraising activities will resume as time allows going forward.

**Internal Performance Indicator 7**

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

- **Assessment Results 2018-2019:** Numerous activities and special events were offered by the College to those living in this community college district during the 2018-2019. The following list includes some of these:

- Honors Lecture Event
- The Mississippi Symphony
- World War I Memorial
- Honor’s Lecture Event
- Halloween at the River
- Fall Choral Concert
- Miss PRCC Pageant
- Veterans Day Concert
- Christmas at the River
- The Nutcracker
- Nomadic
- The Return
- SGA Suicide Awareness Concert
- Funding The Future: Gooding
- Piano Concert By Dr. Ellen Elder
- PRCC Film Festival
- PRCC Choirs concert
- PRCC Bands concert
- Jazz Cats and Voices
- Theatre Production: Noises Off
- Spirit of the River Marching Band participated in all home football games and 2 away games Spirit of the

River participated in Oak Grove Marching Festival  
Spirit of the River participated in Poplarville Christmas Parade  
PRCC Band Clinic  
South Mississippi Band Festival  
Symphonic Bands performed Spring Concert  
JazzCats performed Spring Concert  
JazzCats toured area high schools and gave concerts  
ASBDA Middle School Band Clinic  
Sounds of the South Band Camp  
Mississippi All-State Lions Band Camp  
Mississippi Baptist SMACK Camp  
The Voices perform for local high schools throughout the year  
SICC Choral Conference  
Festival of Choirs  
Homecoming  
Scholarship Donor Dinner  
Pacesetter Dinner  
A Cappella 101  
Mississippi Showchoir Contest  
All-State Collegiate Honor Choir  
Diving Into Dolphins (Younger)  
Diving Into Dolphins (Older)  
Go Wild  
Robotics I  
First Aid  
Film Follies  
Rigamajig  
Dot & Dash I (Early Morning Session)  
Dot & Dash I (Late Morning Session)  
Junior Carpentry (Early Morning Session)  
Junior Carpentry (Late Morning Session)  
Hunter Safety  
Robotics II  
Kids in the Kitchen  
Law Enforcement Camp (Older)  
STEM Stories  
Mythbuster Kids  
Clay Play/Ceramics  
Law Enforcement Camp (Younger)  
Dot & Dash II (Early Morning Session)  
Dot & Dash II (Late Morning Session)  
Innovations with Gadgets & Gizmos (Early Morning Session)  
Innovations with Gadgets & Gizmos (Late Morning Session)  
Lunch & Learn, Cybersecurity  
Lunch & Learn, Pearl River County Updates  
Lunch & Learn, Trends Shaping Mississippi from an Economic Standpoint  
Lunch & Learn, State of the College Address  
Making Spirits Bright  
Fall Fest  
Wildcat Wonderland  
Honor's Lecture Series FCC  
Poetry Café  
Counselor's Breakfast  
Black History Month Program  
Veteran's Day Program

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

**Use of Assessment Results:** Many of these events have become traditional events that are highly anticipated each year. The variety of the offerings held at the Brownstone Center continues to appeal to many citizens of the surrounding communities as well as the faculty, staff and students at Pearl River Community College. Kids College and other community offerings are scheduled according to feedback from annual surveys.

- **Assessment Results 2019-2020:** Numerous activities and special events were offered by the College to those living in this community college district during the 2019-2020 year:

Honors Lecture Event  
The Mississippi Symphony  
World War I Memorial  
Honor's Lecture Event  
Halloween at the River  
Fall Choral Concert  
Miss PRCC Pageant  
Veterans Day Concert  
Christmas at the River  
The Nutcracker  
Nomadic  
The Return  
SGA Suicide Awareness Concert  
Funding The Future: Gooding  
Piano Concert By Dr. Ellen Elder  
PRCC Film Festival  
PRCC Choirs concert  
PRCC Bands concert  
Jazz Cats and Voices  
Theatre Production: Noises Off  
Spirit of the River Marching Band participated in all home football games and 2 away games Spirit of the River participated in Oak Grove Marching Festival  
Spirit of the River participated in Poplarville Christmas Parade  
PRCC Band Clinic  
South Mississippi Band Festival  
Symphonic Bands performed Spring Concert  
JazzCats performed Spring Concert  
JazzCats toured area high schools and gave concerts  
ASBDA Middle School Band Clinic  
Sounds of the South Band Camp  
Mississippi All-State Lions Band Camp  
Mississippi Baptist SMACK Camp  
The Voices perform for local high schools throughout the year  
SICC Choral Conference  
Festival of Choirs  
Homecoming  
Scholarship Donor Dinner  
Pacesetter Dinner  
A Cappella 101  
Mississippi Showchoir Contest  
All-State Collegiate Honor Choir  
Women's Health Symposium

Silver Sneakers

Wellness Classes: Zumba Pilates, Kung Fu, Yoga, Circuit training, Strength training, etc.

Motivating Mississippi: Keys to Healthy Living

5K Blueberry Jubilee Run

Paint the Town Pink

Wildcat Wellness Healthy Cooking Demonstration

Learning the Ropes Leadership Course for District Middle Schoolers

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

**Use of Assessment Results:** Historically, summer camp offerings as well as the Lunch and Learn sessions have been very popular. Each year improvements are made to existing functions. Reimplementation is planned for next year.

- **Assessment Results 2020-2021:** Despite COVID-19 restrictions, numerous activities and special events were offered by the College to those living in this community college district during the 2020-2021 year, including:

Knights of the Round Table.

The Voices Virtual Events

The Voices (Music 3Videos)

Friends and Family Concert for JazzBand and the Voices

Virtual Christmas concert presented by FAC Faculty

The Nutcracker

A Capella 101

PRCC Band Clinic and Concert

Mississippi Showchoir Contest

Spirit of the River Marching Band participated in all home football games

The Voices and Jazzcats performed at the Picayune Street fair

The Voices perform for local high schools throughout the year

Homecoming

Scholarship Donor Dinner

All-State Collegiate Honor Choir

Annual Concert Band performance

Annual Choir Concert

Annual Jazzcats and the Voices concert

Host site for Life-Time Achievement Dinner and Ceremony

Ballet Magnificat!

Honors Speaker Sam Jones

The Iliad, the Odyssey, and all of Greek Mythology in 99mins or less

Experiences in Etiquette

First Aid Camp

Go Wild

Junior Carpentry

Planes, Trains, & Automobiles

STEM Stories

Japanese Tie Dye

Engineering

Short Circuit

## Film Camp

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

**Use of Assessment Results:** : While many of these events have become expected traditions, effort is made to offer a variety of events, which will appeal to a wide audience. Community offerings are scheduled according to feedback from annual surveys.

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

### **Commitment Statement:**

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

### **Internal Performance Indicator 1**

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

- **Assessment Results 2018-2019:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and 6 private schools.

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

**Use of Assessment Results:** The Recruitment Office strives to visit all high schools, both public and private, within PRCC's district at least twice a semester. Evaluation of PRCC student enrollment is used to meet the needs of the public and private schools within our six-county district. In reviewing the student enrollment statics, PRCC students represent 165 public and private schools within the state.

- **Assessment Results 2019-2020:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and 7 private schools.

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

**Use of Assessment Results:** The population of new students for the 2020-21 school year will be comprised of students from at least 200 In-District, Out-of-District, Home school programs, & GED/HISET programs. All 17 public In-District and 8 private In-District schools will be represented in the student population. The Office of Recruitment visited all of the public schools this year and most of the private schools. During the 2020-21 school year, the Office of Recruitment plans to visit all of the schools at least twice each semester, either through lunch visits, classroom visits, or application days. The Office of Recruitment will reassign the schools within district throughout the recruitment team. The ultimate goal will allow recruiters to better serve the students in PRCC's district. A positive, frequent PRCC presence will continue within those schools which are highly represented in the College student population. Also, efforts will be made to increase recruiter presence in schools where a higher percentage of graduates who enroll at PRCC is sought; Hancock, Bay High, Petal, and Oak Grove. A goal is to increase early-year visits, including increasing application days along with tailoring the recruitment message to each of the school's unique student bodies. Application days in September will be requested so students can apply for housing earlier in the semester. The Office of Recruitment is also revamping on-campus events for seniors. Instead of having a general campus tour, two Wildcat Experience Days will be hosted for in-district seniors. This day will move the campus experience from a general tour to an event where all PRCC offices and academic pathways will be present. The Recruitment Office will continue to host two Wildcat Wednesdays for out-of-district students and in-district students who do not attend the Wildcat Experience Days. To better assist the recruiting staff, bi-monthly meetings were held to discuss upcoming events and to incorporate



professional development. In the upcoming year, various PRCC departments and programs will give overviews of their programs.

- **Assessment Results 2020-2021:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and 7 private schools.

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

**Use of Assessment Results:** Moving forward, the Office of Recruitment is working diligently to find a balance between virtual recruitment while enhancing the in-person experience for every prospective student. With the new enrollment process in mind, The Office of Recruitment is working towards implementing more effective measures to not only connect initially with prospective students but to also keep them connected with our office throughout the entire process until the culmination of turning them into a PRCC student, which is when their semester schedule is made. The Office of Recruitment has printed hard-copies of PRCC's Look Book for distribution which is filled with the most up-to-date information, requirements, website addresses, and contact information for all of our campuses, pathways, disciplines, and extracurricular activities. We are actively working on hosting another campus-wide Wildcat Experience this fall, as well as working on measures to host newly thought out varieties of our traditional Fine Arts Day, CTE Day, and Allied Health Day, all in the hopes of making those days most impactful for the potential students. The Office of Recruitment has decided to substantially reduce the number of River Navigators while significantly raising the required number of work hours per week, as well as mandatory attendance at events, to best help fulfill the end goal of The Office of Recruitment., resulting in a team of 10 River Navigators who will work 2 block hours per week as well as one "Lead River Navigator" who will work 20 hours-per-week, with all on-campus events being mandatory. We are working towards making this team "the face" of PRCC and using their campus involvement, diverse backgrounds and interests, and outgoing social skills to help garner a more fulfilled campus life experience for potential students to see first-hand when they come to campus for our tours. We've re-thought our tour protocol and have decided to offer tours on Tuesdays & Fridays of the work week. "Legacy Tours" will be offered to potential students whose families are alumni of PRCC, these will be VIP tours given by Recruiters. Group walking tours will be offered those days as well and will be a more general tours around campus. We are working diligently to make sure every aspect of our planning process is not only COVID protocol-friendly but also effective in engaging and successfully recruiting new members of the Wildcat Family.

## **Internal Performance Indicator 2**

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

- **Assessment Results 2018-2019:** Fall 2018 enrollment data indicate that 5003 students were enrolled at the end of late registration with 4908 (98%) remaining enrolled at the end of the 6<sup>th</sup> week. Spring 2019 showed 4397 students enrolled at the end of late registration, with 4339 (99%) enrolled at the end of six weeks. Retention continues to be a major push, with late registration enrollment dates extended to accommodate student who had difficulty completing the admission process, *and four- and eight-week classes beginning in later in the semester to accommodate students who could not register in time for full-term classes to begin.*

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

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

- **Assessment Results 2019-2020:** Fall 2019 enrollment data indicates that 5366 students were enrolled at the end of late registration with 5221 remaining enrolled at the end of the 6<sup>th</sup> week (97%). Spring 2020 showed 4799 students enrolled at the end of late registration, with 4755 enrolled at the end of six weeks (99%). Retention continues to be a major push, with late registration enrollment dates extended to accommodate student who had difficulty completing the admission process.

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

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

- **Assessment Results 2020-2021:** Fall 2020 enrollment data indicates that 5290 students were enrolled at the end of late registration with 5197 remaining enrolled at the end of the 6<sup>th</sup> week (98%). Spring 2021 showed 4536 students enrolled at the end of late registration, with 4534 enrolled at the end of six weeks (100%). Retention continues to be a major push, with late registration enrollment dates extended to accommodate student who had difficulty completing the admission process.

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

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

### **Internal Performance Indicator 3**

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

- **Assessment Results 2018-2019:** Fall 2018 enrollment was 4908 at the end of six weeks of classes, with 4645 students still enrolled at the end of the term (95%). Spring 2019 enrollment was 4339 with 4147 at the end of the term (96%).

**Source of Documentation:** College enrollment reports

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

- **Assessment Results 2019-2020:** Fall 2019 enrollment was 5221 at the end of six weeks of classes, with 4937 students still enrolled at the end of the term (95%). Spring 2020 enrollment was 4755 with 4526 at the end of the term (96%).

**Source of Documentation:** College enrollment reports

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

- **Assessment Results 2020-2021:** : Fall 2020 enrollment was 5197 at the end of six weeks of classes, with 4862 students still enrolled at the end of the term (94%). Spring 2021 enrollment was 4534 with 4347 at the end of the term (96%).

**Source of Documentation:** College enrollment reports

**Use of Assessment Results:** Retention rates have decreased by 1% for fall, and remained constant for Spring, in part, as a result of COVID-19. The continued high rates of retention in the face of a pandemic reflect efforts made through the Office of Student Success and the entire Faculty and Staff body. New student ROAR orientation sessions educate students on attendance and enrollment policies.

## **Internal Performance Indicator 4**

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

- **Assessment Results 2018-2019:** During the 2018-2019 school year, the recruitment staff hosted over 3,300 prospective students on the PRCC campuses in an effort to recruit more students. Additionally, a total of 174 off-campus events were attended by the recruitment staff. Hundreds of communications via email, social media, phone calls, and direct mail were made to all high schools within the PRCC district to include the counties of Pearl River, Hancock, Marion, Lamar, Forrest, and Jeff Davis. District activities included the following:

High school visits to senior classes, lunch visits, college signing days, occasional campus events (judge senior project, speak with 8<sup>th</sup> graders, guest speaker to career readiness classes, 1<sup>st</sup> year CTE students, parent information sessions  
 Attended 35 FAFSA Get2College days throughout the district  
 Participation on high school advisory committees (Poplarville, FCAHS, Petal, LCCTE)  
 Job Fairs and community events (Palazzo Leadership Summit; Governor's Job Fair; Picayune National Guard Armory, Ingalls, Capitol Day, etc.)  
 Individual PRCC campus tours and specialized group tours (Science Academy; LCCTE Culinary; Dual Enrollment groups; Film Tech tours; ESL students; etc.)

Hosted on campus events: Wildcat Wednesdays, Senior Preview Days, District-wide CTE Day; Forrest County Center Allied Health Day; ACT Prep Class; and pre-game activities for PRCC athletic events, and Hancock Center Spring Fest.

Award nights to area high schools presenting ACT, CTE, and activity scholarships

District wide Counselor's Day

FCC Counselor's Day

**Source of Documentation:** Office of Recruitment

**Use of Assessment Results:** The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2019-2020 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The Office of Recruitment is planning to work with the Office of Communications to rebrand PRCC Recruitment and to join efforts in engaging prospective students when on campus. Communications will also be assisting in promoting recruitment efforts through various social media channels and by participating in the training of PRCC River Navigators (students receiving scholarship to work campus events). Another goal of recruitment will be to target current successful PRCC college students from given school districts that can promote within that district through video testimony, billboards, etc.). The Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

- **Assessment Results 2019-2020:** During the 2019-20 school year, the Office of Recruitment & River Navigators hosted 23 on-campus events and set up recruitment tables or assisted other departments with 12 other events. Another seven on-campus events were canceled either due to weather or Covid19. Including the inaugural Open Admissions Day. Seven prescheduled off-campus events were canceled due to Covid19. The Office of Recruitment also participated in over 100 events off-campus, with 6 events taking place in neighboring Louisiana parishes. The events we participated in included, class visits, lunch visits, CTE visits, application days, FAFSA days, college fairs, and career fairs. This year, the recruiters wrote personal notes to our in-district seniors who earned an ACT or CTE scholarship. The recruiters also recorded congratulation videos for each of the graduating classes for the schools in our district. Through the new Mongoose texting system, the Office of Recruitment was able to communicate with students on a platform more conducive to high school students and recent graduates. In December 2019, recruiters were given an updated position description which reinforced PRCC recruiters will travel and assist recruiting for all campuses. In January 2020, recruiters whose offices are located on the Poplarville campus began rotating two days a week through FCC. This will continue for the 2020-2021 school year, along with having recruiters spending office time in the Hancock Center. In addition to expanding their presence to FCC, the recruiters' dress code for office hours and off-campus events moved to more business dress. The Office of Recruitment will start taking more of an active role in assisting with the Adult Education and Workforce training programs in helping students transition into either a Career and Technical certificate program or an Associate's program.

**Source of Documentation:** Office of Recruitment

**Use of Assessment Results:**

With feedback from school counselors and visiting students and parents, the Office of

Recruitment is in the process of revamping the on-campus Senior Preview Days. Using their input, we will transition preview days to the Wildcat Experience. The Wildcat Experience will give visiting the seniors to speak with representatives of various school offices (admissions, housing, financial aid, etc.) and it will also allow them to speak with representatives of academic and CTE programs they are interested in. Our annual Allied Health Day has proven to still be an extremely successful event. Our recruitment staff also at the request of Out of District schools hosted three additional Allied Health tour days with Out of District schools. The Office of Recruitment hosted two Junior/Senior nights during the 2019-20 basketball season and had plans to host a similar day for the 2020 softball and baseball seasons. The Office of Recruitment is planning to host similar days for all sports seasons in the 2020-21 school year along with requesting permission to set up recruitment tables during in-district high school games in fall 2020. The Office of Recruitment changed the focus of its social media to greater emphasize programs and events occurring at all school locations in addition to routinely posting photographs of students who were on campus for tours. Work has begun with each recruiter to begin to craft our message to each school's student population. The Office of Recruitment will continue to utilize text messaging, emails, Zoom, and phone calls to reach out to students. To assist families in scheduling appointment times including tours, the Office of Recruitment began using Acuity this past spring. The members of the Office of Recruitment whose office is located in Poplarville began and will continue to rotate through the FCC campus and will also begin to visit/host students at the Hancock Center beginning this summer. The Office of Recruitment is developing materials to share with the In-District Guidance Counselors that will help them is assisting students interested in PRCC.

- **Assessment Results 2020-2021:** During the 2020-2021 school year the Office of Recruitment relied heavily on the use of text messaging, emails, Zoom, and phone calls to reach out to potential students, while working on developing mail-outs and information folders to distribute to each school counselor, as well as social media marketing to engage and interact with potential students. The Office of Recruitment also used the "PRCC Digital Look-Book" developed by the Marketing & Communication Department to market to potential students and their influencers more effectively. The Office of Recruitment teamed with the Marketing & Communications Department to plan and execute one of the most successful events during last year's COVID-19 school year-The Wildcat Experience. During *The Wildcat Experience* potential students were able to interact and ask questions of a variety of members of our faculty and staff including but not limited to our Admissions & Financial Aid offices, Honors College, STEM & Humanities Department, Department of Fine Arts, Athletics Department, e-Learning, Wellness Center, Workforce Development, Forrest County & Hancock County Campus locations, Allied Health, Alumni Foundation, Housing, and many more. We hosted over 250 potential students as well as their families on campus all while implementing COVID practices which were in place at the time. The Department of Recruitment worked with the Forrest County Campus to host "Counselor's Day" which encompassed a variety of panel-speakers from our Forrest County Campus who answered questions from the over two dozen high school counselors in attendance. The Office of Recruitment spent several days assisting with FAFSA Day events on location at schools working hands on with families to fulfill their FAFSA requirements. The Office of Recruitment relied on their staff of over 25 River Navigators to build and broaden their social media presence by having "River Navigator Takeover" days on Facebook, Twitter, Instagram, & SnapChat to help garner more interest in the Office of Recruitment social media's presence.

**Source of Documentation:** Office of Recruitment

**Use of Assessment Results:** The Office of Recruitment will determine appropriate delivery of opportunities based on feedback from students, parents, and counselors. Social media outreach

will be utilized along with evening in-person application opportunities.

### **Internal Performance Indicator 5**

Career and technical education programs will demonstrate a retention rate of 89% according to the State measurement definition.

- **Assessment Results 2018-2019:** Approximately 91.2% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 90.8% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

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

- **Assessment Results 2019-2020:** Approximately 87% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 83.9% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

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

- **Assessment Results 2020-2021:** Approximately 89% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 81% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

**Use of Assessment Results:** In order to increase retention of students, Instructors from the Career and Technical Departments participate in the ROAR Orientation Sessions to assist in communicating program requirements. In an effort to increase retention, emails

are sent to **all** PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

## **Internal Performance Indicator 6**

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

- **Assessment Results 2018-2019:** Data indicate that 824 full-time first semester general education students were enrolled after six weeks in Fall 2017 and 66% returned to Fall 2018. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

**Source of Documentation:** IPEDS

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

- **Assessment Results 2019-2020:** Data indicate that 1,124 full-time first semester general education students were enrolled after six weeks in Fall 2018 and 58% returned to Fall 2019. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions. A rolling registration opportunity is being fine-tuned to allow for college entry year-round.

**Source of Documentation:** IPEDS

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

- **Assessment Results 2020-2021:** Data indicate that 1,179 full-time first semester general education students were enrolled after six weeks in Fall 2019 and 62% returned to Fall 2020. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions. A rolling registration opportunity is being fine-tuned to allow for college entry year-round.

**Source of Documentation:** IPEDS

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

## **Internal Performance Indicator 7**

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

- **Assessment Results 2018-2019:** The Fall 2015 cohort of full-time college students was 840. Of this cohort the completion rate (within three years) was 299. The overall graduation rate for full time, first time students is 36%. Additional procedures are in progress through efforts by the Vice-President of General Education to identify students who have earned a degree or formal award but have not applied for the awarding of such.

**Source of Documentation:** IPEDS

**Use of Assessment Results:** Students are strongly encouraged to apply for graduation as early as possible. Additional emphasis is placed on applying to graduate even if unable to attend the ceremony. Students intending to transfer are encouraged to complete an associate's degree before transitioning. Furthermore, emphasis has been placed on reverse transfer.

- **Assessment Results 2019-2020:** The Fall 2016 revised cohort of full-time college students was 896. Of this cohort the completion rate (within three years) was 301. The overall graduation rate for full time, first time students is 34%. Additional procedures are in progress through efforts by the Vice-President of General Education to identify students who have earned a degree or formal award but have not applied for the awarding of such.

**Source of Documentation:** IPEDS

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

- **Assessment Results 2020-2021:** The Fall 2017 revised cohort of full-time college students was 824. Of this cohort the completion rate (within three years) was 317. The overall graduation rate for full time, first time students is 38%. Additional procedures are in progress through efforts by the Senior Vice-President for Instruction/Provost to identify students who have earned a degree or formal award but have not applied for the awarding of such.

**Source of Documentation:** IPEDS

**Use of Assessment Results:** Assessment Results are used to begin a concentrated effort to get students to apply for graduation as early as practical. One of the reasons the graduation rate is low is that many students do not apply for a degree, opting instead to transfer to a 4-year college. Email and flyers have been utilized to promote graduation participation. The initiative continues with the colleges and universities to reverse transfer students for the awarding of two-year degrees.



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

### **Commitment Statement:**

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

### **Internal Performance Indicator 1**

Training projects will be developed and delivered to businesses, industries, educational and public service entities in support of statewide workforce system goals as defined by the Mississippi State Workforce Investment Board (SWIB).

- **Assessment Results 2018-2019:** PRCC Workforce implemented and managed 90 projects funding by various sources made available through the Mississippi Community College Board. The number of projects was a 61% increase. The total amount of training dollars requested was \$1,381,505.98. With enrollments over 12,000, funds were used for Adult Education, English as a Second Language, Basic Skills, Workforce Education, Dual Enrollment Practical Nursing, Challenge Grant and Advanced Technology Projects.

**Source of Documentation:** MCCB WESS System

**Use of Assessment Results:** These data represent increases in the number of workforce projects. The number receiving financial aid is down due to a decrease in WIOA funding availability. New marketing strategies will be implemented to bolster further increases.

- **Assessment Results 2019-2020:** PRCC developed 88 projects funded by various funding sources made available through the Mississippi Community College Board. Of this, 1601 various classes were conducted with a total number of 1,300 duplicated trainees receiving educational training. The total amount of funds management equated to \$1,300,000.00 for Workforce Education, Adult Education, ESL, Dual Enrollment Practical Nursing and Advanced Technology Projects.

**Source of Documentation:** MCCB workforce audit data and the WIOA Case Manager.

**Use of Assessment Results:** Emphasis be will placed on improvement and increasing the number of workforce projects.

- **Assessment Results 2020-2021:** Training activities were heavily impacted by the COVID 19 pandemic. As of May 28, 2021, 50 projects were conducted with approximately 5,700 enrollments. More than \$350,000 in Workforce Enhancement Funds from the state of Mississippi and \$160,000 in CARES Act ReSkill Mississippi funds were managed for the provision of direct training activities, and an additional \$1,562,400 was secured and administered for the activities, equipment, and services in support of stabilizing and expanding

demand occupations during the COVID 19 pandemic.

**Source of Documentation:** Workforce Education Subgrant System (WESS) and HB1795 Closeout Data.

**Use of Assessment Results:** Data is used to measure and track the success of growth and expansion efforts for workforce projects and participants served.

## **Internal Performance Indicator 2**

Pearl River Community College's district will be served by offering an Adult Education Center at each campus location and satellite center in order to offer assistance to adults needing to earn their high school equivalency (HSE) diploma.

**Assessment Results 2018-2019:** PRCC Adult Education is provided in each county within PRCC's district. Full time programs are offered on all three college campuses. As well as, two local MDES Win Job Centers in Picayune and Hattiesburg.

**Source of Documentation:** PRCC Director of Adult Education

**Use of Assessment Results:** PRCC AE staff will continue to increase the number of participants within AE, thus resulting in more HSE diplomas being earned.

- **Assessment Results 2019-2020:** Each PRCC District County is served by an AE Instructional site, with Hancock Center hosting one, and Pearl River and Forrest counties having two AE instructional sites. Forrest and Pearl River counties also have ESL instructional sites.

**Source of Documentation:** Dean of Workforce and Community Development

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

- **Assessment Results 2020-2021:** PRCC provided adult education courses at sites located in Forrest, Hancock, Marion, and Pearl River counties. English-as-a-second-language courses were offered at sites in Forrest, Lamar and Pearl River counties. Students in all six PRCC district counties were served both in person and through virtual courses as the adult education team adapted to flexibly provided programs during the COVID 19 pandemic.

**Source of Documentation:** Adult Education Department Administration

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

### **Internal Performance Indicator 3**

The PRCC Department of Workforce Education will continue to seek private, state, federal and/or other sources of funding to obtain resources needed to operate training programs, expand capacity, and improve system efficiency.

- **Assessment Results 2018-2019:** PRCC Workforce Education secured state funds from Mississippi Development Authority (MDA) to provide training for a local Hattiesburg manufacturing expansion. 100% of the funds secured will go to training of incumbent and new employees during plant expansion.
- **Source of Documentation:** PRCC Dean of Workforce and Community Development  
**Use of Assessment Results:** PRCC WF staff will continue to engage with local manufacturers to seek funds for training needs.
- **Assessment Results 2019-2020:** PRCC Workforce was awarded a MMA/MEP Grant in the amount of \$200,000.  
**Source of Documentation:** Dean of Workforce and Community Development  
**Use of Assessment Results:** PRCC will continue to improve and expand the manufacturing training provided within the six-county area.
- **Assessment Results 2020-2021:** PRCC Workforce was awarded multiple grants to assist in program operation, expansion, and improvement including a Mississippi Apprenticeship Program (MAP) grant in the amount of \$126,545, a \$50,000 Mississippi Manufacturing Association-Manufacturing Extension Partnership (MMA-MEP) grant in the amount of \$50,000, a TANF Career Step grant in the amount of \$447,293.  
**Source of Documentation:** PRCC Business Office and Dean of Workforce and Community Development  
**Use of Assessment Results:** PRCC will continue to leverage external funding to improve and expand workforce training initiatives targeted toward demand occupations and initiatives that strengthen the Mississippi workforce.

### **Internal Performance Indicator 4**

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

- **Assessment Results 2018-2019:** PRCC has 260 HSE recipients for the 2018-2019 school year. A total of 1500 students have been served in either AE, ESL or HSE testing during the 2018-2019 academic year.  
**Source of Documentation:** PRCC Annual Dropout Recovery Report to MCCB  
**Use of Assessment Results:** PRCC AE staff will continue to recruit and retain adult learners needing to earn their HSE diploma.
- **Assessment Results 2019-2020:** As of June 30, 2020 PRCC, has 220 HSE (High School Equivalency) diploma recipients for the 2019-2020 school year. A total of 843 students have enrolled in AE this school year. Of the 843 enrolled, 450 have completed or improved one or more educational functioning levels.  
**Source of Documentation:** Dean of Workforce and Community Development

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

- **Assessment Results 2020-2021:** As of May 27, 2021, PRCC has 183 HSE recipients for the year. PRCC AE has served a total of 976 students. 513 students attended classes and of those 260 have completed the program or improved their educational functioning level.

**Source of Documentation:** Adult Education Department Administration.

**Use of Assessment Results:** To increase Adult Education numbers our department will market through the radio, (SuperTalk 97.3), mailings (postcards), social media, and flyers. A large part of our recruitment relies on word of mouth and proves to be very effective.

### **Internal Performance Indicator 5**

With the assistance of the Mississippi Workforce Enhancement Training (WET) Fund, PRCC Workforce will offer non-credit training courses in support of employment security and retention building for a highly-skilled, technical workforce within the counties served.

- **Assessment Results 2018-2019:** A total of 45 CTE or WF students received WIOA ITA tuition assistance. This did not meet the goal for a five percent increase in enrollment and completion.

**Source of Documentation:** PRCC Dislocated Worker Representative

**Use of Assessment Results:** The number of students receiving ITA funds depends on the funds available through Twin Districts Area Workforce Board.

- **Assessment Results 2019-2020:** There were 78 students at PRCC utilizing WIOA ITA tuition assistance to attend PRCC.

**Source of Documentation:** PRCC WIOA Case Manager

**Use of Assessment Results:** The number of students utilizing WIOA funding will be dependent upon fund availability.

- **Assessment Results 2020-2021:** Skills training was provided to companies to advance technical competencies in robotics, production controls, safety procedures, office software, and a variety of other categories. Open-to-the-public classes for building middle-skills pathways included welding, electrical, certified clinical medical assistant, manufacturing skills, and commercial truck driving.

**Source of Documentation:** Workforce Education Subgrant System (WESS)

**Use of Assessment Results:** The workforce skills training menu is used to meet training needs for in-demand occupations as defined by Twin Districts Workforce Area. Additional programming is added based on local business and hiring needs.

## **Internal Performance Indicator 6**

With the assistance of the Mississippi Workforce Enhancement Training (WET) Fund, Pearl River Community College will offer non-credit training programs in high-demand job sectors that connect employees with sustainable, wage-bearing career pathways.

- **Assessment Results 2020-2021:** PRCC identified six high demand sustainable wage occupations for the PRCC six county district. More than 350 individuals were trained in the areas of commercial truck driving, certified clinical medical assistant, welding, forklift, emergency medical technician, and electrical, leading completers to jobs earning from \$15 - \$25/hr.

**Source of Documentation:** Workforce Education Subgrant System (WESS) and HB1795 Closeout Data.

**Use of Assessment Results:** Data will be used as a baseline for increasing the percentage of workforce training that is provided for high-demand sustainable wage occupations.

## **Internal Performance Indicator 7**

PRCC will utilize the Workforce Innovation and Opportunity Act (WIOA) to provide assistance to Workforce and Career Technical Education students to offset tuition and fees, which will result in program retention and completion.

- **Assessment Results 2020-2021:** PRCC employs an Individual Training Account Case Manager to assist students in applying for WIOA funding and enrolling in career and technical coursework. From July 1, 2020-June 1, 2021, 82 students secured \$365,255 for training at PRCC, with 65 of those students and \$338,455 of that being for career tech programs at all campuses.  
In addition, WIOA funds provided 24 career tech students with internships for a total of \$64,000 in wages for work-based learning opportunities, several of them leading directly to full time permanent employment after graduation this month.

**Source of Documentation:** PRCC WIOA quarterly reports.

**Use of Assessment Results:** The earnings and job retention of completers of WIOA-funded training will be tracked through the U.S. Department of Labor using the federal common measures for performance. This data will be used to validate whether training leads to sustainable wage employment.