POPLARVILLE — As year two of the Title III Grant progresses, much activity has ensued in the Student Success Center. Not only is the College Study Skills course continuing to have class and meet with peer mentors throughout the facility, but an increasing number of students are using the Computer Resource Lab and Quiet Zone to study and work on group projects. With the activity in the SSC, the Title III staff remains focused on several large projects that will ultimately be disseminated out to the entire PRCC community.

First, student e-portfolios, a component of online advising, are currently in the development stage. Students enrolled in the Spring 2011 piloted College Study Skills course will test drive the e-portfolios in April. This tool will allow students to keep track of their collegiate accomplishments, serve as a dynamic resource for future employers, and allow students to express their creativity as each student can customize the design of his/her e-portfolio. This tool will be available to all PRCC students in the near future and can serve as a complimentary tool to course assignments.

Second, much work is being done in the realm of students transferring to and from PRCC. Title III has purchased Transfer Evaluation Software (TES) which allows courses students desire to transfer into PRCC to be evaluated.

Workshops Remaining:

- **3/17** Note taking
- **3/24** Test Taking Strategies
- **3/31** Setting a Personal Budget
- **4/7** Healthy Living (AM session) & College Resource Panel (PM)
- **4/14** Career Aspirations
- **4/28** Drawing for the iPad (Courtyard in front of Crosby Hall)

**Times:**
- 11 am Student Success Center (2nd floor Crosby Hall)
- 3 pm Seal Hall 114

**Stay Current!**
Win an iPad!

Photos: Students attending the Stay Current! Workshops are learning skills that can make them more successful. Dr. Dannell Roberts (bottom)
POPLARVILLE—The College Study Skills Course has been revamped since piloting the course in the Fall 2010 semester. It is being replotted this semester in order to improve upon some of the instructional methods and use of peer mentors and faculty advisor sessions. Peer mentors attend the class and conduct activities with students during lab time to better assist at-risk students in mastering success strategies. Having the peer mentors involved from the beginning has significantly increased participation over last semester. In addition to 140 in-class peer mentor group sessions, 44 peer mentor group activities have taken place to date outside of class compared to 66 meetings during the entire fall semester with twice the number of students enrolled.

"Being in the class and sitting through it with them, makes the students more comfortable around us," said peer mentor Lauren O'Leary. "I added that the students seem more confident in the fact that the peer mentors know what they are talking, because they are involved during class time. "Also, if any of the students are struggling in class, we can see that and know what to ask them to help them improve," O'Leary explained.

With the ultimate goal of developing strategies for success, mentors are working with students on every aspect of the class from setting goals and developing motivation to mastering time management and learning Myers-Briggs. Peer mentors have been involved in much of the activity planning and are currently designing study materials to help with learning the course concepts. Peer mentors even introduced their assigned group of students to their assigned faculty advisors before the first advising session of the semester.

Charles Draughn, a nursing student from Petal who is currently enrolled in the College Study Skills course, said the peer mentor activities have helped him learn different study skills. "I learned that it is better for me to study in a small group or by myself," said Draughn. Also, since he moved from the Forrest County Center to the Poplarville campus this semester, activities such as the peer mentor-led scavenger hunt helped him become better acquainted with the campus and the location of different departments.

This course will be institutionalized in the Summer 2011 semester by training faculty this semester on the new content and activities to be incorporated into the course for future sections.

Title III Grant Activity Update (cont.)

to be evaluated and posted to student’s records in Banner. This provides advisors with a complete history of a student’s academic coursework when advising. Also, an electronic listing of academic majors for Mississippi’s public and private universities and colleges is available on the Title III webpage (http://www.prcc.edu/t3/index.php/transfer-guide). This online advising tool, better known as the Transfer Guide, includes links to college catalogs as well as links to specific major/program requirements according to the Articulation Agreement. Faculty and students can use this valuable tool to explore major options and ensure that students are taking the appropriate courses for their selected major as outlined by the transferring institution. The Transfer Guide provides information on the NCAA transfer guidelines for student-athletes as well.

Third, Title III hosted an informational meeting with the English faculty regarding Supplemental Instruction on February 15. Faculty were offered the opportunity to participate in SI development, which will involve attending SI training at the University of Missouri in Kansas City during May 2011. This group will work to incorporate SI into their respective courses during the Summer 2011 semester, and SI Peer Leaders will be selected and trained on the tenets of SI. These students will work with assigned faculty piloting the English courses in the Fall 2011 semester.

It is clear to see that a great deal is happening on the second floor of Crosby Hall, all with the ultimate goal of positively adding to the culture and student experience at PRCC.