PENSACOLA CHRISTIAN COLLEGE®

Institutional Effectiveness

Assessment Plan Processes
Revised January 2019

Contents

Philosophy of Planning and Assessment

*But we will not boast of things without our measure, but according to the measure of the rule which God hath distributed to us, a measure to **reach** even unto you.   2 Cor. 10:13*

*Hear, for I will speak of **excellent** things; and the opening of my lips shall be right things. Pr. 8:6*

PCC has been *dedicated to **excellence*** and *committed to service* since it was founded in 1974. We seek to **reach** for **excellence** in all things. The purpose of institutional effectiveness is to enable all departments to participate in continuous planning and assessment processes that promote institutional improvements that are based on sound data and research.

Excellence is a *journey* rather than a destination—there is always room for *improvement*.

*Let them praise the name of the LORD: for his name alone is **excellent**; Ps. 148:13*

We assess our effectiveness so that we might be able to edify the church more effectively.

*Seek that ye may **excel** to the edifying of the church. 2 Cor. 14:12*

Now, we could make decisions based solely upon professional judgment, beliefs, or feelings. However, sound decisions are based upon data produced by formal assessment processes.

Excellence is never an accident—it is always the result of *intelligent effort*.
> *Dr. A. R. Horton, Founder*

- Getting the job done right may be *efficient*.
- Getting the right job done may be *effective*.
- Getting the right job done right is *excellent*.

Strategic Plan **Goals** and **Objectives** along with annual *Assessment* **Results** provide the basis for improvements and data to apply in creating the next *Plan*. We assess Curricular, Co-Curricular, and General areas to promote effectiveness of the entire institution in fulfilling its mission.
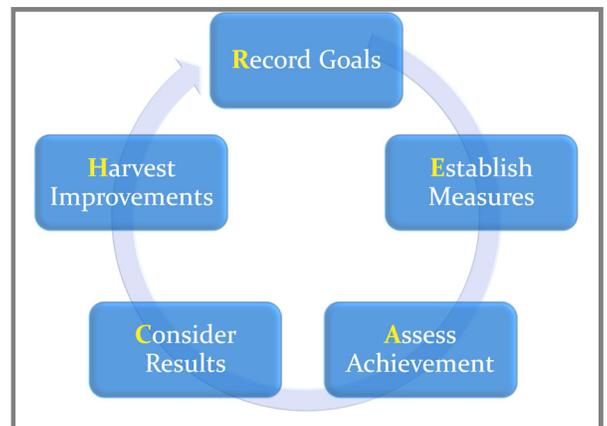
PCC Model for Institutional Effectiveness

Record Goals	(Objectives & Outcomes)
Establish Measures	(Instruments & Targets)
Assess Achievement	(Effectiveness & Quality)
Consider Results	(Strengths & Weaknesses)
Harvest Improvements	(Actions & Plans)

Strategic Planning

Strategic planning is a continuous process that an institution uses to sustain its ability to fulfill its mission within a continuously changing environment. Strategic plans have multiple parts that serve specific purposes. These parts are planning tools that occur in a prescribed sequence in order to align mission, vision, goals, and resources.

Foundation

- **Mission Statement**: **Why** we exist; **What** we seek to accomplish

Supporting Documents

- **Values**: Guide **How** we accomplish our mission
- *Board's Strategic Priorities*
- **Vision Statement**: **What** we intend to **become**
  - Strategic position in the future
  - Elements of that position (Goals)

Strategic Plan

- **Strategic Goals and Objectives**
  - Goals: General Desires, Directions, Priorities, Themes
  - Objectives: Specific, Measureable Accomplishments to Achieve Goals
  - Phasing: Annual Targets for specific objectives and funding resources
- **Implementation Plan**
  - Operational Actions
  - Schedules
  - Resources: People, Time, Space, Technology, Funding

The **mission statement** explains *why* an institution exists and *what* its operations seek to accomplish. It is a concise foundational statement of purpose for all institutional activities. The **values statement** explains *how* an institution operates. It establishes principles that guide activities and inform decisions as the institution fulfills its mission.

The Board of Directors establishes *Strategic Priorities* for the institution to enable it to continue fulfilling its mission in the future. The President creates a **vision statement** of broad goals that are aligned with these priorities and informed by previous *Strategic Plan* achievement. This vision provides the framework to conduct research, construct reports, and create a *Strategic Plan* with specific objectives, annual targets, and required resources.

The *Strategic Plan* describes *what* the institution will *become* and *how* it will *accomplish* its goals with objectives, annual targets, implementation plans, schedules, and resources. This plan enables the institution to prepare for the future rather than survive by reacting to it.

Strategic Planning Committee

The College President chairs a standing Strategic Planning Committee and charges members to create a five-year *Strategic Plan.* The Committee participates in the following activities.
- Research internal and external factors that affect PCC's mission.
- Create long-range objectives and short-range targets aligned with the Board's strategic priorities and the President's vision statement.
- Creates implementation plans that identify needed resources.
- Oversees plan implementation and report annual progress and achievement.
- Continuously scan the environment for new factors and trends.
- Recommend plan revisions based on implementation progress and new scans.

Standing committee members focus on specific areas of research.

- President, Chairman of the Strategic Planning Committee
- Academic Vice President
     Demographic, Political, Technology
- Chief Financial Officer
     Economic, Political
- Vice President for Student Affairs
     Social
- Executive Assistant to the President
     Social
- Assistant to the President
     Site Development
- Director of Campus Planning and Development
     Site Development
- Employee Services Representative
     Legislative/Regulatory
- Chief Communication Officer
     Environmental, Staff Representative
- Director of Marketing and Advertising
     Demographic, Environmental (public perceptions of PCC), Social
- Director of Career Services and Alumni Relations; Legislative Liaison
     Environmental, Legislative/Regulatory, Political, Social
- Information Technology Development Specialist
     Technology
- Director of Institutional Effectiveness
     Key Performance Metrics

Strategic Plan Creation Process

The Strategic Planning Committee creates the *Strategic Plan* in conjunction with the Board, the President, and various stakeholders. The *Plan* is established upon extensive research of internal and external factors that may affect PCC's ability to fulfill its mission in the future. PCC's *Strategic Plan* answers four key questions.
- Where is PCC now?
- Where do we want PCC to be in five years?
- What must we do over five years to accomplish our strategic vision?
- How will these plans affect our five-year budget projections?

Preparing the 2020–2024 Strategic Plan

2018	
August through November	• Committee researches internal and external factors that may affect PCC's mission, and includes stakeholders in this process. • Committee produces a comprehensive SWOT report by November 30.
December	• President reports the fourth year Strategic Plan progress to the Board. • President reports annual assessment results to Board. • President submits the SWOT analysis report to the Board.
2019	
January	• Board of Directors establishes new *strategic priorities* (or affirms their continuing priorities from the previous plan). • President creates a *vision statement* of goals for the new *Strategic Plan*.
February through April	• Strategic Planning Committee continues research, aligning it with the Board's *strategic priorities* and the President's *vision statement*.
May through June	• Strategic Planning Committee creates *Strategic Plan* goals, objectives, and annual targets through 2024 to recommend to the Board of Directors.
July	• Board of Directors reviews the *Strategic Plan* 2020–2024 draft.
August	• Board of Directors confers to **approve** *Strategic Plan* 2020–2024 draft.
September through November	• Strategic Planning Committee prepares detailed implementation plans for the Board approved *Strategic Plan* draft. This includes resources (people, time, space, technology, funding). The deadline is November 30.
December	• Chief Financial Officer incorporates Strategic Plan funding resources into the five-year budget projection. • President presents recommended PCC *Strategic Plan* 2020–2024 with the five-year Budget to the Board for their review prior to January meeting.*
January	• Board of Directors confers to **adopt** the *Strategic Plan* 2020–2024. • Upon Board adoption, *Strategic Plan* implementation commences.

*We intend for the Board to adopt the Goals, Objectives, Targets and five-year budget. Board members are not expected to review and approve detailed implementation plans; however, these details are certainly available for members to review as they wish.

A *Strategic Plan* is by nature a *dynamic* document that is subject to annual revision based upon implementation progress and changing environmental conditions.

Scanning the Environment

The Strategic Planning Committee oversees research on internal and external factors that may influence PCC's ability to fulfill its mission in the future. This research will include stakeholders where appropriate. The following purposes guide this research process.

- Promote *future oriented* thinking among management and staff.
- Detect internal and external **events** and **trends** that may influence PCC's ability to fulfill mission.
- Alert management and staff to trends that are converging, diverging, speeding up, slowing down, or interacting.
- Define potential threats, opportunities, or changes implied by events and trends.
- Support the Board's *strategic priorities* and the President's *vision statement* of goals.

Committee members produce abstracts, charts, and tables as research findings (page 8). This leads to a comprehensive SWOT Analysis Report (page 9).

The Board of Directors and President then use this comprehensive research report to create their strategic priorities and vision statement to prepare the College to continue fulfilling its mission in the future.

The Committee aligns further research with the Board's *strategic priorities* and the President's *vision statement* of goals. This research supports their efforts to create *Plan* objectives and targets.

Internal Strengths and Weaknesses

Research on internal strengths and weaknesses includes Key Performance Metrics, results of annual curricular, co-curricular, and general assessments, and input from stakeholders. Areas of research may include these specific categories.

- Key Performance Metrics (*Pages 6–7 list specific metrics under each category.*)
- Academic: Students and Faculty (Academic Vice President)
- Campus Development (President)
- Institutional Advancement (Dir. of Institutional Relations)
- Finances (Chief Financial Officer)
- Ministry (VP for Student Life)
- Student Life (VP for Student Life, Dir. of Student Activities, Dir. of Student Care)
- Technology (Dir. of Information Technology)
- Staffing (attitudes, morale, engagement, longevity, security, training, etc.)
- Departmental identification of internal strengths and weaknesses

External Opportunities and Threats

External environmental scanning seeks **factors** and **trends** from a wide variety of sources and includes stakeholders when appropriate. Committee members must focus their attention on how these factors relate to PCC's ability to continue fulfilling its mission in the future.

- **Demographic** Trends (*Acad. VP, Dirs. of Marketing. Promotions, Student Care*)
  - Student preparedness for college
  - Employment supply and demand

- **Economic** Trends (*CFO*)
  - Business cycle
  - GDP, CPI, lending rates—LIBOR, housing starts, transportation activity
  - Inflation—construction, energy, food, housing, maintenance, wages
  - Taxation
  - Local construction, economic impact
  - Government regulations or pending legislation (tax, unrelated business income)

- **Environmental** Trends (*Chief Comm. Off., Dirs. Of Prom., Student Care, Mrktng., and Legis. Liason*)
  - Peer institutions (tuition/room/board, Online Learning, MOOCs, *other*)
  - Public perceptions of PCC
  - *Organizational culture and Management style (external to the classroom)*

- **Legislative/Regulatory** Trends (*VP for Employee Services, Legislative Liaison*)
  - Consumer protection
  - Employment law and health care
  - Environmental (*impacting current/future construction*)
  - Higher education (*directly or indirectly through accreditation*)
  - Local land use, Zoning

- **Political** Trends (*Academic VP, CFO, Legislative Liaison*)
  - Accreditation commissions and the impact of federal regulations
  - Federal spotlight on higher education
  - Tax policy

- **Social** Trends (*VP for Student Life, Church Ministry Coordinator, Legislative Liaison, Dir. of Marketing, Dir. of Student Activities*)
  - Cultural
    - Family and lifestyle
    - Life, leisure, religious, and work attitudes
  - Prospective Student Expectations
    - Assistance to succeed (academically, financially)
    - Purpose for choosing college (*Liberal Arts vs. Vocational Conflict*)
  - PCC's Reputation

- **Technology** Trends (*Dir. of Information Technology, Academic VP*)
  - Education
  - Mobile computing
  - Security
  - Software as a service (shift to subscriptions from traditional desktop apps.)
  - System obsolescence and rate of change

Key Performance Metrics

These are collected and reviewed annually.

Summer Metrics Report

Graduation and Completion Rates
- TRACS Annual Reports
- Cohort Graduate Rate Tracking
- Graduation Counts—August through July
- Licensure Rates

Enrollment Reports
- Spring Semester
- Alumni Children—undergraduates
- Annual Graduate and Seminary Enrollments—August through July
- Summer Graduate and Seminary

Enrollment Projections
- This Fall
- Five-Year Enrollment Projection *[supporting budget projections]*

EXIT Survey—Graduates Future Plans
Alumni Survey Responses on Employment & Graduate/Professional Studies

Winter Metrics Report

Key Performance Rates
- First-time, Full-time Freshman Fall-to-Fall Retention and National Average
- First-time, Full-time Fall-to-Fall Retention Rates Annual Report
- Completion and Graduation Rates Annual Report
- Job Placement Rates Annual Report
- Cohort Graduation Rate Tracking
- Spring-to-Fall Retention of Undergraduates, by Classification

Fall Enrollment Demographic Trends
- Degree Program Level & Kind
- High School Type
- Parents in Ministry
- Child of Alumni
- Gender
- International Students by citizenship
- Graduate Assistants
- GA Marital Status
- Residency

Enrollment Projections
- Fall Five-Year Enrollment Projections
- Coming Spring Semester

Enrollments by Degree Trends
- Undergraduate Enrollment by Dept., the Past Five Years
- Freshman Enrollment by Dept., the Past Five Years
- Enrollments in Undergraduate Majors & Concentrations
- Graduate Fall Enrollments by Program of Study
- Seminary Fall Enrollments by Program of Study

Facilities Capacity

Faculty Credentials and Ratio
- Student to Faculty Ratio
- Full-time Undergraduate Faculty Terminal Degrees

SWOT Analysis Report: *Strengths, Weaknesses, Opportunities, Threats*

The purpose of the SWOT Analysis Report is to ***summarize*** the key internal and external factors that the strategic planning committee identifies in the environmental scan as having the greatest potential impact on the future of PCC. This will be compiled by the strategic planning committee following a review and reflection upon the compiled results of the environmental scan.

Internal Strengths	Internal Weaknesses
• Key Performance Metrics • Surveys	• Key Performance Metrics • Surveys
External Opportunities	**External Threats**
• Demographic • Economic • Environmental (public perceptions) • Legislative/Regulatory • Political • Social • Technological	• Demographic • Economic • Environmental (public perceptions) • Legislative/Regulatory • Political • Social • Technological

While the committee will likely produce such a simple tabular chart, we anticipate including in the Strategic Plan a narrative of these most significant factors.

These significant factors present the committee with an opportunity to proactively plan a strategic set of goals for PCC. These goals encompass the future vision of PCC so that factors which could impact its ability to fulfill its mission are addressed. The entire point of this process is to take advantage of strengths and opportunities while addressing weaknesses and avoiding threats.

Strategic Plan Implementation,
Annual Assessment, and Revision

Since a *Strategic Plan* exists to respond purposefully and proactively to internal and external environmental factors, it is subject to annual revision. This allows the *Plan* to respond to changes during its five-year implementation.

The Strategic Planning Committee is responsible to implement the *Strategic Plan* in an environment that continuously changes. Therefore, members performs these functions.

- Continuously **scan** and **discuss** both continuing and new **environmental factors** that may affect PCC's ability to fulfill its mission effectively.
- Delegate projects to **implement** the Plan and achieve annual objective targets.
- Monitor projects and **report progress** to the Committee.
- Annually **report target achievement** to the Committee.
- Annually **recommend revisions** to the *Strategic Plan* for the President and Board of Directors to consider, particularly related to objective targets and resources.

Each summer, the Strategic Planning Committee reviews implementation **progress** and discusses possible adjustments as needed to achieve current year objective targets. The Committee may recommend funding revisions to the President and Chief Financial Officer to apply to the five-year budget projection that the Board reviews and approves during its regular August meeting.

Each winter, the Strategic Planning Committee reviews objective target **achievement** and discusses significant environmental factors that have appeared. The Committee considers possible revisions to *Strategic Plan* objectives, targets, and resources. The Board of Directors reviews *Strategic Plan* achievement and considers recommended changes during its regular January meeting.

During the fourth year (2023), the Strategic Planning Committee begins the *Strategic Plan Creation* process once again to develop a new five-year *Strategic Plan 2025–2029*.

Assessment Plan Overview

Strategic Plan assessment focuses on achieving strategic objectives and phased targets. Key Performance Metrics are also reviewed annually, and environmental scanning is continuous. Annual revision of the current *Strategic Plan* is expected.

Curricular assessment focuses on effectiveness in achieving student learning outcomes at the course, program, and college levels.
- Program learning outcomes—student learning
- Programs/majors
- Courses
- Online Learning
- General education competency

Key considerations include *alignment of courses and programs* in support of institutional mission and *effectiveness of instruction and student achievement of learning outcomes*.

Annual results of the evaluation of student learning are posted on our website each year: *retention rates, degree/program completion rates, employment/graduate studies admission*.

Co-Curricular assessment focuses on student learning through extracurricular activities.
- Athletics
- Collegians
- Events and Outings
- Programs
- Student Life (*Residence Halls and Conduct*)
- Student Ministry

General assessment includes Administration, Finances, Facilities and Equipment, Non-Academic Support Areas, and Student Services.
- Board of Directors
    - Self-evaluation of the board's effectiveness--regularly
    - Institutional statements—mission, purpose, articles of faith, philosophy of education, values and standards, objectives, outcomes, operational policies
- Administrative: President by the Board, Administrators, Employees, Faculty
- Financial Management
- Facilities and Equipment
- Learning Materials and Equipment
- Library and Information Resources
- Non-Academic Support Departments
- Student Services
- Publications

The key consideration is assessing all areas for their *effectiveness in meeting goals and objectives* in support of institutional mission.

Strategic Plan Assessment

Strategic Plan assessment focuses on achieving strategic objectives and phased targets.

Key Performance Metrics (pages 9–10) are reviewed annually, and environmental scanning is continuous.

Annual revision of the current *Strategic Plan* is expected as annual assessments are completed and new trends are identified. This may impact financial resources in particular.

The Board reviews *Strategic Plan* achievement and approves new phased targets each January.

Assessment	Timeline
Strategic Plan Reviewed and Approved by Board	August
Strategic Plan Annual Phases are Implemented	Fall–Spring
Strategic Planning Committee Continues Environmental Scanning	Fall–Spring
Key Performance Metrics Are Collected	Summer and Fall
Strategic Plan Progress Is Assessed	Summer and Fall
Strategic Planning Committee Considers Findings and Prepares:	
Annual Strategic Plan Progress Report	July and December
Revised Strategic Plan (*or a new one every 5 years*)	December
Chief Financial Officer Incorporates Strategic Plan Items into Revised Five-Year Budget Projection	August
Strategic Plan Reviewed and Approved by Board	January

Strategic Plan Assessment Instruments (in Appendix)

SWOT Analysis Report form
Strategic Plan Master Control Document

Curricular Assessment

Curricular assessment focuses on effectiveness in achieving student learning outcomes at the course, program, and college levels. Key considerations include *alignment of courses and programs* in support of institutional mission and *effectiveness of instruction and student achievement of learning outcomes*.

Assessment	Timeline
Program Learning Outcomes (1/3 each year)	September–June
Program/Major Reviews (1/3 each year)	September–June
Course Syllabi Review	August (fall) January (spring)
Curriculum Benchmark Analysis	Fall
Curriculum Map Analysis	Spring
Program enrollment review	Spring
Student Surveys: Alumni, Exit, other	Spring
Course Feedback Surveys: Resident and Online	End of every term
Online Learning	
Authorization	Annually
Curriculum	End of every term
Outcomes	End of every term
Student Services Survey	End of every term
General Education Assessments	End of Fall & Spring Terms

Curricular Assessment Instruments

PLO Assessment Report Form
Program Review Instructions and Supporting Forms
   Course Syllabi Summary Report Form
   Curriculum Map Report Form
   Curriculum Benchmarking Report Form
Course Feedback Instruments
   On-Campus Students Forms
     Fall/Spring
     Nursing Clinicals
   Online Students Forms
Online Learning Instruments
   Online Learning Course Curriculum Comparability Form
   Online Learning Course Outcomes Comparability Form
General Education
Institution Learning Outcomes

Curricular Assessment: Annual Process Overview

Overview:
- Assess **one third** of Program Learning Outcomes (PLOs) in **every** program.
- Assess **one third** of department degree programs.
- Create and submit PLO summary report to the Academic Vice President**.**

General Chronology:
- **Pre-term Program Assessment**
  - *Confirm* the one third of programs to assess this year and tell IE Office.
  - *Assign* fall benchmarking for those programs—requirements **and** technology.
  - *Prepare* curriculum maps: *list* courses and *define* outcome learning levels.
  - *Faculty evaluate* their own fall major course syllabi per instructions and give marked course syllabi to Chair for compilation (by Chair's Asmt. assistant).
- **Pre-term PLO Assessment**
  - *Review* last year's PLO Assessment Summary Report to *begin* planning.
  - *Ensure* that *action plans* are implemented—those not already completed.
  - *Confirm* which one third of PLOs to assess from every program this year.
  - *Plan* PLO assessments—***Who*** *will oversee* **what** *assessments and* **when**?
- **Fall**
  - *Mark* all skipped assessments (Measures in *Weave*) as *Not reported this cycle*.
  - *Conduct* program benchmarking—requirements **and** technology.
  - *Conduct* fall PLO assessments activities as planned.
  - *Prepare* PLO assessment reports for Interterm faculty meetings.
  - IE Office will *compile* retention, completion, and survey data for programs.
- **Interterm**
  - *Faculty evaluate* their own spring course syllabi just like during Pre-term.
  - Faculty *may* discuss fall assessment results and decide if any warrant action plans.
- **Spring**
  - *Conduct* spring PLO assessments activities as planned.
  - *Complete* Curriculum Map team compiles Course Syllabi Summary and Curriculum Map reports. Faculty *may* review at Midterm or Post-term meetings.
  - *Prepare* PLO assessment reports for Post-term faculty meetings.
  - IE Office will *compile* retention, completion, and survey data for programs.
- **Post-term**
  - *Faculty review* Course Syllabi Summary and Curriculum Map reports.
  - *Faculty review* PLO Assessment Summary results and consider these points:
    - Action plans to improve student PLO achievement (*at least* **one** per program).
    - PLO assessment process or instrument changes (*must re-assess next year*).
    - New targets (*if warranted*)
    - New assessments (*to bring total per PLO to at least three*)
  - *Faculty review* Program Assessment Results and recommend actions to improve.
- **End of year**—complete summary reports and submit to Academic Vice President.
  - PLO Assessment Summary Report, including every academic program.
  - Program Assessment Reports for the one third evaluated this year.

Curricular Assessment
Online Learning

Online learning assessment focuses on three key areas.
1. Fulfilling PCC's *Strategic Plan* goals for course and program offerings
2. Obtaining authorization from states in which our students learn by online
3. Sustaining comparable course curriculum, instruction, outcomes, and services

Assessing accomplishment of the first area requires the analysis of various data sources.
- Strategic Plan targets for recording
- Annual recording schedule plans and course preparation accomplishments

Assessing accomplishment of the second area requires the analysis of various data sources.
- Authorization Status Reports from various states

Assessing accomplishment of the third area requires the analysis of various data sources.
- Course Learning Outcomes Achievement Evaluations
- Online Learning Course Completion Analysis Reports
- Faculty Evaluations of Continuous Course Curriculum Comparability
- Faculty Feedback on Training and Support
- Student Course Feedback surveys on courses and instructors
- Student General Services Feedback surveys
- Student Library Services Feedback surveys

Curricular Assessment Instruments (in Appendix)

Course Feedback Instruments
     Online Students Forms
Online Learning Instruments
     Online Learning Course Curriculum Comparability Form
     Online Learning Course Outcomes Comparability Form
Library User Satisfaction
     Students, Online
Online Learning Surveys
     Student Services, Undergraduate
     Student Services, Graduate/Seminary

Curricular Assessment
General Education

General Education Competency encompasses outcomes from the Division of General Education.

Direct Measures

Writing Ability Evaluation: This evaluation uses a rubric for measuring student ability in general writing skills that students learn in their freshman English courses. Results are shared with English faculty as well as the Writing Support Services staff to help them understand what are the greatest student weaknesses.

Math Problem Solving Evaluation: This evaluation seeks to identify direct measures of student ability from a variety of different skills as measured by various testing instruments. The results are shared with mathematics faculty as well as the Academic Advising Office tutoring staff to help them understand what are the greatest student weaknesses.

Indirect Measures

Student Surveys: We ask students on our annual survey of their satisfaction with general studies courses. Specifically, we seek their feedback on the value of those courses in preparing them for success in their major requirements of their chosen program of study.

Alumni Surveys: We ask alumni on our one-year and five-year alumni surveys of their satisfaction with general studies courses in contributing to their success both in major course requirements and in their careers.

English General Education Pre-requisites Survey: This solicits English program faculty feedback on the effectiveness of General Education English courses to prepare students for success in their upper-level English courses.

History General Education Pre-requisites Survey: This solicits history program faculty feedback on the effectiveness of General Education history courses to prepare students for success in their upper-level history courses.

General Education Assessment Instruments (in Appendix)

General Education
Institution Learning Outcomes
Alumni Surveys
      One-Year Alumni
      Five-Year Alumni

Co-Curricular Assessment

Evaluating student learning through extracurricular activities: athletics, Christian service, collegians, events/outings, programs, etc.

Department	Assessment
Athletics Director of Student Activities	Annual Student Survey
Collegians Director of Student Activities	Annual Student Survey
Events and Outings Director of Student Activities	Student Outings Survey
Programs Programs Director	Graduating Student Exit Survey Program Response Analysis
Student Life Vice President for Student Life	Residence Assistants Student Survey
Student Ministry Director of Student Activities	Annual Student Survey

Co-curricular areas combine operational effectiveness *and* student learning outcomes. Each area identifies at least two broad goals—one pertaining to each category. This guides their assessment of both department effectiveness and student learning achievement of outcomes that fall outside normal course instruction.

Measuring achievement should identify weaknesses that can support action plans to improve. The purpose is to accomplish goals and fulfill our mission by conducting annual assessments of objective achievement so that results support action plans to improve systematically.

Co-Curricular Assessment Instruments (in Appendix)

> Annual Student Survey (Student Activities Portion)
>
> Student Outings Survey
>
> Residence Assistants Student Survey
>
> Graduating Student Exit Survey (*Institution Learning Outcomes section*)

General Assessment

General assessment includes a variety of non-academic support areas.

Assessment	Timeline
Board of Directors (page 19)	
Board of Directors' Self-evaluation	Every 2 years—January
Board review and approval of *Strategic Plan*	Annual—August
Board review and approval of *Assessment Plan*	Annual—January
Board review of Assessment Results	Annual—August & January
Board review of Institutional Statements	Every 3 years—per sched.
Administrative (page 20)	
President by the Board	Every 2 years—January
Administrator Evaluations	Annual
Employee Evaluations	Annual
Faculty Evaluations	Annual
Financial Management (page 21)	
Annual Audit	Annual—Summer
Five-year budget projection	Annual—August
Cash inflow/outflow analysis	Monthly
Insurance coverage review	Annual—February
Investment portfolio review	Quarterly
Quarterly budget analysis	Quarterly
Capital Projects Worksheet review	Weekly
Facilities and Equipment (page 22)	Annual
Learning Materials and Equipment (page 23)	
Student and Faculty satisfaction surveys	Annual—February
Library and Information Resources (page 24)	
Budget acquisitions analysis	Annual—Summer
Student Library Survey	Annual—February
Faculty Library Survey	Annual—Spring
Online Student Library Survey	Annual—Each Term
Non-Academic Support Departments (page 26)	Annual—August–June
Student Services (page 27)	Annual—August–June
Publications (page 28)	

General Assessment
Board of Directors Assessments

Review and Approval

Board reviews and approves the following items on the schedule indicated. Board minutes document these activities.

August Meeting
>Assessment Results (Summer metrics report—page 9)
>Strategic Plan Progress
>Budget projections
>Faculty Manual (changes only)
>Employee Handbook (changes only)
>Pathway (changes only)
>Substantive Changes (as needed)

January Meeting
>*Assessment Plan*
>Assessment Results (Winter metrics report—pages 9–10)
>Strategic Plan Progress
>Financial Statements
>Articles of Faith
>Catalog (changes only)
>Substantive Changes (as needed)

Every 2 years
>Board Self Evaluation   do next January 2020
>President Evaluation   do next January 2021

Every 3 years
>Board Manual   do next January 2020
>Catalogs   do next January 2021
>Employee Handbook   do next August 2022
>Faculty Manual   do next August 2021
>Mission   do next January 2022
>Objectives   do next January 2020
>Pathway   do next August 2021
>Philosophy of Education   do next January 2022
>Policies & Procedures Manual   do next August 2020
>Purpose   do next January 2022
>Values and Standards   do next January 2020

General Assessment
Administrative

Employee Performance Appraisal/Evaluations are conducted regularly for all employees.

President

The President is evaluated by the Board once every two years for effectiveness in carrying out duties as Chief Executive Officer of the institution.

Administrators

The President evaluates annually the performance of executive administrators under direct supervision for their effectiveness in carrying out duties as an officer of the institution. Executive administrators also evaluate annually the performance of those under their direct supervision. For example, the Academic Vice President evaluates academic Department Chairs along with others who report directly to her.

Employees

Supervisors, directors, managers evaluate staff members annually according to the responsibilities on their position descriptions using our online Performance Appraisal system. Employees review their position description with their supervisors and revise as needed. Performance is discussed and goals/objectives are decided for further employee development/improvement.

Faculty

Academic Department Chairs evaluate faculty member performance annually (twice for new faculty). The goal is to help faculty identify strengths and weaknesses and develop plans for improving instruction. Chairs report faculty evaluations to the Academic Vice President (Appendix) who prepares summary reports for the President.

Faculty also receive feedback from students every semester through Course Feedback forms (Appendix). This includes both on campus and online students.

General Assessment
Financial

PCC utilizes an on-going process of financial analysis to assure the current and future financial condition of the institution.

The college Chief Financial Officer and Treasurer work closely with the President to evaluate systematically the fiscal condition and management of the financial operation including appropriate internal and external mechanisms, which ensure financial stability. The results of these activities are used for financial planning.

College Financial Operations encompass these goals.
- Demonstrate sustained financial performance in order to ensure the perpetual devotion to the original mission of the institution adhering to generally accepted auditing principles.
- Minimize financial risk of the College.

The Chief Financial Officer conducts financial planning and assessment activities continuously with these items in particular.

Assessment Activity	Timeline
Annual Audit	Annual—Summer
Five-year budget projection	Annual—August
Cash inflow/outflow analysis	Monthly
Insurance coverage review	Annual—February
Investment portfolio review	Quarterly
Quarterly budget analysis	Quarterly
Capital Projects Worksheet review	Weekly

All documentation of this confidential information is maintained by appropriate officials.
- Chief Financial Officer maintains audit, budget, cash flow and insurance coverage.
- Treasurer maintains investment portfolio review.
- Director of Campus Planning & Development provides weekly revisions on the Capital Projects Worksheet to the Chief Financial Officer.

General Assessment
General Facilities and Equipment

The goal of these areas is to maintain and upgrade property and facilities as needed to support college operations. This includes both capital projects and routine maintenance requests.

The Director of **Campus Planning & Development** revises the Capital Projects Worksheet for weekly review by an administrative committee. This committee monitors progress and prioritizes all major projects. This includes funding and completion projections. The Chief Financial Officer receives weekly revisions. Beyond that, this department annually reviews its effectiveness to complete projects within budget, schedule, and scope parameters.

The Director of **Operations** supervises the following departments.

The **Engineering** department maintains campus electronics and telecom services. These systems are continuously monitored both for continuous operation and for efficiency. Regular system analysis reveals inefficiencies that can be improved.

The **Environmental Services** department provides interior cleaning and monitors effectiveness through a rating system completed by supervisors. This is monitored by the director monthly and reviewed regularly to assess effectiveness. Student opinion of building cleanliness is also solicited through the annual Student Survey each spring.

The **Grounds** department maintains all landscaping and athletic fields as well is indoor plants. Both routine maintenance, ad hoc repairs, and long-term projects are all planned and tracked by the Grounds Director. The director regularly assesses effective grounds zones to identify specific improvements that need improvement.

The **Maintenance** department uses the Maximo software system to track every project whether regularly scheduled maintenance or single repair requests. This system is used both to prioritize projects and to monitor completion. Summary results are reviewed regularly to analyze effectiveness in minimizing average time to complete projects and to keep within the projected project budgets. Student general satisfaction with the facilities maintenance is also solicited on the Annual Student Survey.

Other departments that support operations include the Auto Shop, Cabinet Shop, Interiors, and Scene Shop. These are reviewed regularly to improve their ability to operate within approved budgets and to meet their schedules on project completion.

General Assessment
Learning Materials and Equipment

Assessment of Learning Materials and Equipment includes two processes. First, annual surveys seek to assess student and faculty satisfaction with learning materials and equipment. Second, academic Department Chairs solicit Facilities Requests from the faculty each year.

Academic Purchase Proposals

Each year, Department Chairs solicit recommendations from faculty on our *Grant Proposal for Academic Purchase* system for learning materials and equipment purchases to improve instructional effectiveness. These proposals include cost and background information to support the need as well is a description of how the purchase will enhance student learning. Department faculty then review all department requests in *facilities committees* to prioritize their department recommendations.

Department Chairs then meet in Academic Committee to review all purchase proposals in light of available funds and finalize the requests for learning materials and equipment. This enables the department Chairs to avoid duplication. Proposals are either accepted, denied, or tabled for future purchase.

The Academic Vice President then submits the facilities requests for faculty recommended learning materials and equipment to the President for final authorization of purchases and/or fee increases.

Annual Satisfaction Surveys

Students and faculty are surveyed annually for their satisfaction with learning materials and equipment. Results are given to the Academic Vice President and Department Chairs to help them better understand which departments have the greatest needs in the eyes of the students and the faculty.

Online students are surveyed each term for their satisfaction with our learning management system—Canvas by Instructure.

Learning Materials and Equipment Instruments (in Appendix)

Annual Student Survey

Faculty Resources Survey

Online Students Forms

General Assessment
Library and Information Resources

Annual assessment of the following items focuses on these purposes.

1. **Physical library resources:** Provide sufficient seating and computing facilities to support the Rebekah Horton Library.

2. **Library Staff Sufficiency**: Employs an adequate number of professionally qualified staff who administer the institution's library, information resources/services, and instructional and information technology support functions.

3. **Library Collection Maintenance and Accessibility**: Makes available and ensures appropriate access and availability, through ownership or formal arrangements or agreements, of library and information resources necessary to fulfill the institution's mission and objectives which support the academic and research programs and the intellectual development of students, faculty, and staff.

4. **Training and Support**: Provides appropriate training and support to allow faculty, staff, and students to make effective use of library and information resources, and instructional and information technology.

The goal of the following specific library assessments is to evaluate services and personnel for their effectiveness in supporting the needs of the institution in fulfilling its mission.

- Library acquisitions budget analysis by department
- Holdings, library usage, circulation statistics, online database usage by academic department
- Student and faculty satisfaction with library support of academic requirements
- Student and faculty satisfaction with library support of non-academic needs
- Library implementation of the Testing Center
- Training in library use

Library Director prepares an Acquisitions Budget based on history of prior years and submits it to the Academic Vice President. Upon approval, the Library Director notifies department chairs of their available budget for the current school year. At the end of the year, the Library Director assesses how effectively the funds have been applied by each department to inform future planning.

The library analyzes and reports holdings, library usage, circulation statistics, and online database usage to report these to the academic departments. Department chairs can use this data to analyze how well their departments are utilizing library resources. Department chairs also use this to analyze requests by faculty for new acquisitions.

Both students are surveyed each semester and faculty each spring to assess the effectiveness of the library in meeting the academic needs of the instructional programs. Both groups are also asked to report their satisfaction with the library in meeting their non-academic needs.

The library monitors the usage of the Testing Center to report to the academic administration of its effectiveness in providing students an opportunity to complete required course tests.

The library provides training sessions each year for students and faculty who wish to learn how to use the library systems effectively. These sessions end with a survey to obtain ideas for improvement as well as for further training.

Library Instruments (in Appendix)

Library Survey: On-Campus Students

Library Survey: Online Students

Library Survey: College Faculty

General Assessment
Non-Academic Support Departments

Department	Assessments
College Curricular Assessment Academic Vice President	Alumni Surveys Annual Student Survey Annual Academic Assessment Review Graduating Student Exit Survey
Faculty Development Academic Vice President	Faculty Resources Survey Faculty Credential Report Analysis *Abeka* Foundation Loan System Review
Advertising and Marketing Director of Advertising	Advertising Department Assessment Plan
Information Technology Director of Info. Technology	Comprehensive Technology Plan
Institutional Effectiveness Director of Inst. Effectiveness	Annual Assessment Summary Reports Key Performance Indicators
Admissions Office Director of Admissions	Admissions Survey
Promotions and Recruitment Director of Promotions	Campus Guest Survey* New Student Influences Survey
Registrar's Office Registrar	First Week Experience Survey Annual Student Survey Registration Error Reports
Security Director of Security	Annual Student Survey (student feedback) Continuous monitoring system (*phone calls, alarms/cameras, incident reports*)

Non-Academic Department Instruments (in Appendix)

    Admissions Survey
    Alumni Survey: 1-Year
    Alumni Survey: 5-Year
    Annual Student Survey
    Faculty Resources Survey
    First Week Experience Survey
    Graduating Student Exit Survey
    New Student Influences Survey

General Assessment
Student Services

Service Area	Assessments
Academic Advising Office Chair of General Education	Academic Tutoring Services Survey* Math Tutoring Survey* Writing Services Survey*
Academic Advising—Faculty & Registration Registrar	First Week Experience Survey Annual Student Survey
Arrival and Orientation- Administrative Team	First Week Experience Survey
Campus Retail Services Director of Campus Retail	Campus Retail Assessment Plan
Career Services Dir. of Career Srvc. and Alumni Relations	Graduating Student Exit Survey
Dining Services Director of Dining Services	Dining Services Survey
Residence Hall Life Vice President for Student Life	Annual Student Survey
Student Life Vice President for Student Life	Annual Student Survey Student Life Office Visit Survey

Technology Services
    Academic Vice President
    Director of Information Technology
	Annual Student Survey

Business Office Director of Office Services	Business/Records Office Satisfaction Survey*
Records Office Director of Office Services	Business/Records Office Satisfaction Survey*

* *Ad hoc* surveys conducted as needed rather than annually.

Administrators and Directors receive survey results for student feedback and satisfaction and seek specific areas that they may improve for more effective student service.

Annual Student Services Instruments (in Appendix)

Annual Student Survey

Dining Services Survey

First-Week Experience Survey

Graduating Student Exit Survey

General Assessment
Publications

All publications have an established timeframe for revision (typically by semester, by year, or as supplies diminish). The established timeframe must be followed until changed by administrative directive. One person is designated as project coordinator for the publication being revised, which will oversee the process and take responsibility for accuracy, timely completion, and proper approval. That person will coordinate with the editor or may handle edits personally for smaller publications. All publications must receive final administrative approval. The Board of Directors reviews and approves the undergraduate and seminary/graduate catalogs, the Employee Handbook, Faculty Manual, and Pathway: Student Resource Guide every three years.

Board Manual/Handbook

Coordinator: Assistant to the President

The Board members review the Board Manual and revise it as needed. This is done every three years following the Board Review Schedule.

Policy Manual

Coordinator: Assistant to the President

Every summer all departments responsible to implement policies are asked to review them prior to the August board meeting. If changes are recommended, these changes are reviewed and authorized by the Board of Directors. The entire Policies and Procedures Manual is reviewed by the board every three years following the Board Review Schedule.

Faculty Manual
Teaching Assistant Manual

Coordinator: Academic Vice President

Each summer, the Academic Vice President reviews each section of the Faculty and Teaching Assistant Manuals. This includes consultation with other administrators and departments on specific sections that pertain to their responsibilities. This process begins in June and is completed prior to faculty arrival in August.

The Academic Vice President also reviews the Faculty Manual, Summer Supplement that pertains only to the summer seminary and graduate studies faculty. This is review begins in April and is done by the summer graduate faculty meeting in May.

Catalogs: Undergraduate/Seminary & Graduate Studies

Coordinator: Assistant to the Academic Vice President

No further changes after Dec. 31 without executive approval, or wait for next catalog.

Schedule	Start	Complete
Initial Review	Sept. 1	Sept. 20
Intermediate Review	Oct. 10	Oct. 30
Final Review	Nov. 20	Dec. 10

*These final revisions require that the pages and major be **final**.*

Program Fees and Page Numbers	Jan. 15	Jan. 31

Print date is scheduled for Feb. 1.

Routing Plan

Advertising will send Mrs. Meredith Jackson a hard copy of the catalog in a 3-ring binder. Mrs. Jackson will make copies for review as noted below, giving 1 to 2 weeks as a deadline:

Cover
  Design/Photos ....Advertising Department
  IFC, IBC....................................Director of Admissions (for contact info.), Calendar Office (for dates)
Front Matter/General Info..................Assistant to Acad. V.Pres. (who runs pieces by others)
  Academic Calendar Dates ....Calendar Office
Student Life   ....Vice Pres. for Student Affairs, Student Activities Dir.
Financial Information........................College Office Supervisor (full section)
  Room, Board, Tuition, Fees ......Assistant to Academic Vice President (gets Academic Fee Schedule from Office of the President)
  Scholarships/Financial Aid ....Director of Admissions, Treasurer
  Academic Program Fees............Director of Institutional Effectiveness
Academic Info/Programs ....Director of Admissions, College Office Supervisor, Academic Vice President and assistant

Nine Academic Divisions (*Six are found in the Seminary and Graduate Studies catalog*)
  Bible ....Chair of Bible, *Dean of Biblical Studies*
  Business   ....Chair of Business, *Dean of Professional Studies*
  Education....................................Chair of Education, *Dean of Professional Studies*
  Visual Arts.................................Chair of Visual Arts, *Dean of Visual and Perf. Arts*
  Performing Arts ....Chair of Performing Arts, *Dean of Visual and Perf. Arts*
  Engineering & Computer Sci.....Chair of Engineering and Computer Sciences
  Humanities..................................Chair of Humanities
  Natural Sciences........................Chair of Natural Sciences
  Nursing.......................................Chair of Nursing, *Dean of Arts and Sciences*

Minors..Chair of department responsible for minor

Undergraduate Course Dx.: *Academic Chairs review their departments as follows:*

BB, BI, BL, MI, PR......................................Chair of Bible
AC, BA, CJ, FN, MK, OA, PM..................Chair of Business
ED, EE, PE, SE...Chair of Education
AR...Chair of Visual Arts
MU & non-MU section, SP........................Chair of Performing Arts
CS, EG, EL, ME...Chair of Engineering and Computer Sci.
EN, FC, HI, ML, PL, PW...........................Chair of Humanities
BY, CH, CR, MA, PY, SC..........................Chair of Natural Sciences
NU, PS...Chair of Nursing

Seminary/Graduate Brief Section   Academic Dean of each Division, Sem. &Grad. Office
Personnel Listing ....Academic Vice President and Assistant and Employee Services
Campus Facilities...................Advertising, Department Chairs, Maintenance, others familiar
                               with specific facilities
Library Section ....Chief Librarian
Index......................................Assistant to Academic Vice President as the FINAL STEP

PCC Catalog Final Checklist

All submitted corrections have been incorporated.
Term totals for course requirements add up to correct sum of the course credits listed.
- Take great care when some courses are men/women only.
- When sum appears wrong, first verify that credits shown for each class are correct.
- If Advertising finds a problem, *flag it for academic review*, do not just fix it.

Every major totals at least 120 credits for all 8 semesters (60 for associates).
All footnotes are in the correct position and on the correct page.
Course requirements lists are in correct *modified* alpha order.
- Combined "or" classes are sorted by first course number (like BA 322 or MA 326).
- Interterm/Summer requirements appear last.
- Elective courses (no course number) above the Interterm/Summer courses.

Course descriptions:
- Number, title, and credits in bold.
- Prereq. & terms offered in italics.

All page number references have been verified.

Note: The online version of the catalog is updated periodically (once a month, if applicable) to reflect approved policy and curricular revisions since the printed version. Highlights indicate a change from the official printed version of the catalog.

Library Handbook

Coordinator: Library Director

This process must be completed annually starting in June so that the updated Handbook will be available for printing by the end of August.
The following will review the previous Handbook and make change recommendations by end of June.
- Library Director
- Assistant Library Director
- Circulation Desk Coordinator
- Periodicals Coordinator
- Public Services Assistant

Meeting will be held the first week of July to discuss and consolidate into one document the changes that will be sent to Advertising.
Advertising will make changes and each reviewer will proof the new Handbook.
Once approved, the Handbook will be sent to printers and a PDF version will be placed on the website by the beginning of the fall semester.

Student Handbook: *Pathway*

Coordinator: Vice President for Student Life

December
- Start preparing list of department heads to email.

January
- Beginning of Interterm send emails to department heads requesting them to review the information for their specific area and the date it must be finished by. Departments will submit suggested revisions, updates, and corrections.

February
- Begin compiling all the information received from departments into a Word document.
- Document will have the location, original wording, suggested wording, and who requested it.

March
- Beginning of the month start obtaining approval from Administration for suggested changes/concepts.
- Make any corrections from Administration and submit approved concepts to Work Front for Digital Media to make changes to the Pathway.
- Digital Media will make sure the wording flows with the current Pathway.

May
- 1st of May final approval of Pathway will be reviewed by administration and any corrections made.

June
- 1st of June Pathway goes live.

Surveys Conducted Annually

These routine surveys collect data that supports our decisions to improve effectiveness. These also allow us to measure the impact of changes in the following year.

Survey	Purpose
Admissions Survey	To assess effectiveness of meeting applicant needs
First Week Experience Survey	To assess effectiveness of all processes that new students encounter in their first week on campus
New Student Influences Survey	To assess influence of various promotional methods in drawing students to PCC
Dining Services Survey	To assess student and faculty/staff satisfaction with Dining Services to identify areas for improvement
Faculty Resources Survey	To assess faculty satisfaction with learning materials and resources to support decisions for improvement
Annual Student Survey	To assess student views and improve the following: • Academic Registration • Academic Faculty Advising • Academic, General • Online Learning Course Offerings • Facilities/Interior/Grounds/Maintenance • Student Services • Spiritual Life • Social Life
Graduating Student Exit Survey	To assess the effectiveness of academic programs in preparing students for Christian service, employment, and/or graduate school, and Career Services—this includes student perspective on Institutional Learning Outcomes *and* their specific Program Learning Outcomes as well
Course Feedback	To assess student feedback on courses and instructors—solicited in every class every term to improve effectiveness, both on campus and online students
Library User Satisfaction	To assess effectiveness of the Library in providing resources to meet the needs of academic requirements—on campus and online students
Online Learning Surveys	To assess student satisfaction with online learning student services
Cancellation Survey	To assess reasons for student withdrawals from PCC
Alumni Survey	To assess effectiveness in preparing students for Christian service, employment in their field or outside, and/or graduate study

Appendix
Assessment Instruments

Strategic Planning Instruments

       SWOT Analysis Report
       Strategic Plan Master Control Document

Curricular Assessment

       PLO Assessment Report Form
       Program Review Instructions and Supporting Forms
       Course Feedback Instruments
       Online Learning Instruments
       General Education
       Institution Learning Outcomes

Co-Curricular Assessment

General Assessment
       Employee Performance Appraisal
       Faculty Evaluation Summary Report

Annual Survey Instruments
       Admissions Survey
       First Week Experience Survey
       New Student Influences Survey
       Dining Services Survey
       Faculty Resources Satisfaction
       Annual Student
       Graduating Student Exit Survey
       Library User Satisfaction
       Online Learning Student Services Surveys
       Cancellation Survey
       Alumni Surveys
            One-Year Alumni
            Five-Year Alumni