PENSACOLA CHRISTIAN COLLEGE®

Institutional Effectiveness

Assessment Plan
Revised August 2014

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 Process

The President empanels a Strategic Planning Committee that he will chair, and he charges the committee to create a five-year *Strategic Plan* that fulfills his Institutional Priorities while preparing for the future. Committee members will perform the following activities and invite other stakeholders to participate in the details of this process.

- Affirm PCC's Mission Statement and Values which explain **why** PCC exists, **what** its purpose is, and **how** it conducts itself to fulfill its mission and achieve its purpose.
- Scan the internal and external environment for factors impacting PCC's mission.
- Consolidate the environmental scan results into a SWOT Analysis Report.
- Characterize the present state and future position of PCC.
    - Distinguish the gap between the two.
    - Organize the characteristics by the President's Institutional Priorities.
- Develop *Strategic Goals*—specific elements of PCC's future position, aligned with Institutional Priorities (where we want to be in the future).
- Establish *Strategic Objectives*—measureable achievements required to accomplish Strategic Goals (how we will know if we arrive at our goals).
- Determine *Objective Phasing*—timelines of specific actions and resources to achieve Strategic Objectives (people, time, space, technology, funds).

The President submits the five-year *Strategic Plan* and five-year budget projection to the Board of Directors. The *Strategic Plan* is a dynamic document that is subject to revision each year. The Strategic Planning Committee will annually review assessment outcomes and changing environmental conditions to present to the President a progress report and a list of recommended revisions to the *Strategic Plan*. Revisions will also be applied annually to a revised five-year budget projection. A new plan will be created every five years.

Assessment Plan Overview

Annual assessment measures institutional effectiveness through the following components.

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
- Correspondence-Distance 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*.

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

General assessment includes Administration, Finances, Facilities and Equipment, Non-Academic Support Areas, and Student Services.
- Board of Directors Assessments
  - 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 Operations
- Facilities and Equipment
- Library and Information Resources
- Learning Materials and Equipment
- Non-Academic Support Departments
- Student Services
- Publications
- Institutional Effectiveness

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 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.

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	Spring
Strategic Plan Progress Is Assessed	Spring and Summer
Strategic Planning Committee Considers Findings and Prepares:	
Annual Strategic Plan Progress Report	June
Revised Strategic Plan (*or a new one every 5 years*)	July
Chief Financial Officer Incorporates Strategic Plan Items into Revised Five-Year Budget Projection	July
Strategic Plan Reviewed and Approved by Board	August

Curricular Assessment

Evaluating student learning outcomes on the institution, program, and course levels.

Assessment	Timeline
Program learning outcome assessment (1/3 each year)	September–June
Program/major review (1/3 each year)	September–June
Curriculum map analysis	January
Curriculum benchmark analysis	January
Program enrollment review	November
Graduating student survey	April
Alumni survey	Summer
Courses	
Teacher/course evaluations	End of every term
Course syllabi review	August, January, May
General education competency	
Sophomore English exam	March

Results of the evaluation of student learning outcomes are available upon request through the Director of Institutional Relations, (850) 478-8496.

Co-Curricular Assessment

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

Assessment	Timeline
Set Goals, Objectives, and Targets for the year	August
Plan and Conduct Assessments	September–April
Analyze Results, Devise Action Plans to Improve, Revise Goals, Objectives, Targets for Next Year	May–July

General Assessment

General assessment includes Administration, Finances, Facilities and Equipment, Non-Academic Support Areas, and Student Services.

Assessment	Timeline
Board of Directors	
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 Annual Assessment Report	Annual—August
Board review of Institutional Statements	Annual—January
Administrative	
President by the Board	Every 2 years—January
Administrator Evaluations	Annual
Employee Evaluations	Annual
Faculty Evaluations	Annual
Financial Management	
Annual Audit	Annual—Summer
Capital projects worksheet review	Bi-weekly
Five-year budget projection	Annual—August
Cash inflow/outflow analysis	Monthly
Insurance coverage review	Annual—February
Investment portfolio review	Quarterly
Facilities and Equipment	Annual
Library and Information Resources	
Budget acquisitions analysis	Annual—Summer
Analysis of holdings, circulation statistics, etc.	Annual
Student satisfaction survey	Annual—February
Faculty satisfaction survey	Annual—Spring
Library training session survey	Bi-annual
Correspondence and distance learning usage analysis	Annual—Summer
Learning Materials and Equipment	
Student and Faculty satisfaction surveys	Annual—February
Non-Academic Support Departments	Annual—August–June
Student Services	Annual—August–June
Publications	
Board of Directors Manual	Every 3 years—January
College catalogs—undergraduate, seminary/graduate	Every 3 years—January
Employee Handbook	Every 3 years—August
Faculty/Graduate Teaching Assistant Manuals	Annual—Summer
Policy Manual, Board of Directors evaluation	Every 3 years—August
Student Handbook	Every 3 years—January
Institutional Effectiveness	Annual—August–June

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
Board of Directors	To assess board member views of their overall effectiveness and access to information and to improve both
New Student 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 promotions 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 Satisfaction	To assess faculty satisfaction with learning materials and resources to support decisions for improvement
Annual Student	To assess student views and improve the following: • Academic Registration • Academic Faculty Advising • Academic, General • Correspondence-Distance Learning • Library • Facilities/Interior/Grounds • Student Services (Student Life, Student Care Services, Clinic, Safety, Career Services) • Spiritual Life • Social Life • Employee Services
Graduating Student Survey	To assess the effectiveness of academic programs in preparing students for Christian service, employment, and/or graduate school
Student Academic Program	To assess student views of the effectiveness of specific academic programs and improve them
Teacher/Course Evaluations	To assess student assessments of course and instructors—solicited in every class every term to improve effectiveness
Library User Satisfaction	To assess effectiveness of the Library in providing resources to meet the needs of academic requirements
Correspondence/Distance Learning Survey	To assess student satisfaction with correspondence-distance learning courses: course, instructor, library, and student services satisfaction
Exit 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

August 2014 Assessment Plan Revisions

We have completed two annual assessment cycles and our understanding of institutional planning and assessment has matured in that time. We learned first that we needed to develop a true *Strategic Plan*. We also began to understand that *co-curricular assessment* should involve student learning *outside* the classroom in extracurricular and student life activities.

Therefore, we have revised our Assessment Plan in the following ways.
- We converted our original *strategic plan* to assess Non-Academic Support Departments and Student Services under General Assessment to continue measuring effectiveness.
- We re-organized our remaining General Assessment activities to align them better with TRACS Standards. (pages 4 and 7)
- We created a new Co-Curricular Assessment process to focus on student learning outside the classroom—replacing the former Student Development section of our original *strategic plan*. (page 6)