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ABSTRACT

As an institution having undergone many changes over the past 13 years in the Maricopa Community College District, Paradise Valley Community College (PVCC) in Arizona has developed and implemented its strategic planning process, institutional effectiveness and student outcomes assessment model, and resource allocation (budget) process over the last 5 years. The introduction to this paper notes the structure and size of both the Maricopa District and PVCC, and provides a summary of PVCC's 10-year accreditation by the North Central Association. The paper explains the relationship between the strategic planning process and assessing institutional effectiveness and student outcomes, and ties these processes back to the budget allocation process. In addition, the content describes the functions of key personnel in the development and implementation of the strategic planning and budgeting processes and the model assessing institutional effectiveness and student outcomes over the past 5 years, as well as the evolving activities of these personnel. The conclusion provides lessons learned and still being learned from the development and implementation of these processes. (Contains five charts.) (EMH)

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Linking Strategic Planning, Institutional Assessment, and Resource Allocation: Paradise Valley Community College's Model

Paper Presented at the
Tenth Annual Summer Institute of Institutional Effectiveness
and Student Success in the Community College
Chicago/Oak Brook, June 20-24, 1998

Dr. Gina Kranitz and Dr. Kenneth R. Hart

Paradise Valley Community College

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Abstract

As an institution having undergone many changes over the past 13 years in the Maricopa Community College District, Paradise Valley Community College has developed and implemented its Strategic Planning Process, Institutional Effectiveness and Student Outcomes Assessment Model, and Resource Allocation (Budget) Process over the last five years. The introduction to this paper includes the structure and size of both Maricopa District and PVCC and a summary of PVCC's NCA ten-year accreditation. The content explains the linkage of the Strategic Planning Process to assessing Institutional Effectiveness and Student Outcomes and ties these processes back to its Budget Allocation Process. Furthermore, the content describes the functions of the key actors in the development and implementation of the strategic planning and budgeting processes and the model assessing institutional effectiveness and student outcomes over the past five years, as well as the evolving activities of these actors. The conclusion includes lessons learned and being learned from the development and implementation of these processes.

Introduction

Maricopa Community College District (MCCD) began in 1962 with one college (Phoenix College) that was actually established as a junior college in 1920. Currently, MCCD is the second largest multi-college district in the United States with a Fall 1997 headcount enrollment of 91,348 students. It also serves approximately 30,000 students a year in non-credit courses as well as approximately 17,000 employees in business and industrial settings like Motorola University.

Paradise Valley Community College (PVCC) is the ninth college to be established in the Maricopa Community College District, composed of ten colleges and several education, lifelong learning, and skills centers. PVCC is located in northeast Phoenix and serves an area that encompasses approximately 250,000 people aged 10 and older. Under the guidance of Scottsdale Community College, it began offering classes in 1985. PVCC opened the doors of its present site in 1987. Its Fall 1997 headcount enrollment was 6,007 and unduplicated headcount was 12,755. In 1995 Paradise Valley Community College received an unconditional ten-year accreditation from the North Central Association of Colleges and Schools, Commission on Higher Education.

Timeline for Developing Strategic Planning and Institutional Effectiveness Processes

A variety of activities were simultaneously underway during "Year Zero," so designated as the "learning curve" year, to help faculty and staff on campus who were not very involved with institutional effectiveness to become involved. Many faculty were actually leading the movement for assessing institutional effectiveness by volunteering to be on district-wide assessment committees and attending workshops and

conferences on effectiveness. For example, these faculty were a part of the Maricopa District Outcomes Commission, which held in-service meetings to discuss other community colleges' assessment plans. Other PVCC faculty were working to organize the Steering Committee and other committees for the North Central Association self-study.

The Dean of Administrative and Student Services facilitated "learning curve" activities including the establishment of an Institutional Effectiveness (IE) Committee and a definition of Institutional Effectiveness, as well as related issues to be addressed by the committee. The IE Committee, comprising faculty, administrators, and staff, began to discuss District Outcomes Commission Reports, District and PVCC Mission Statements, prior PVCC strategic planning goals, IE broad criteria, elements of assessment databases, and other community colleges' models. This committee analyzed faculty and staff needs for educational outcomes, data, and surveys, as well as for an institutional research person to coordinate sources of data collection and dissemination. It further reviewed NCA articles and discussed the link of the IE Committee to the NCA self-study committees and the Strategic Planning Committee in creating PVCC's Institutional Effectiveness Model and Process. At this time, there was no person or department designated to conduct institutional research; the IE Committee approached assignments as a project carried out by sub-committees.

The president of PVCC initiated changes by having the Dean of Administrative and Student Services work with the Strategic Planning Committee. It was time for the college to review its mission. This committee, representing the faculty, administration, staff, students, and community, began to work on issues and activities related to

PVCC's mission. With the dean facilitating, the committee prepared groundwork for establishing the college's vision statement and re-evaluating its mission and goals statements.

Year One built upon the activities from Year Zero. During this year the Dean of Administrative and Student Services was appointed to the State Board of Directors of Community Colleges for Arizona (SBDCCA) Institutional Effectiveness Task Force to help define statewide institutional effectiveness and identify data elements and sources. The dean organized and facilitated the PVCC IE Committee and the Strategic Planning Committee.

During this year the IE Committee discussed NCA's "Criteria for Accreditation" and how IE related to strategic planning. It agreed upon elements for an IE Model and Process and reviewed and determined quantitative indicators for Phase One of the Process. In addition, it reviewed and determined categories and questions for departments to use in their in-depth reviews (Phase Two). It also identified sources of data to complete these phases.

With the consensus of administration and these working committees, a doctoral intern in higher and postsecondary education was appointed to work with the IE Committee, Strategic Planning Committee, and NCA committees in an institutional research (IR) capacity.

This IR person researched further IE models and processes and developed databases and matrices of institutional and instructional indicators. The intern presented drafts of IE models and their data components to the IE Committee for

further development and adaptation. He also collected data for, and worked with, divisions and departments volunteering to implement the IE Model and Process.

The intern assisted the Dean of Administrative and Student Services with the Strategic Planning Council's work on the vision, mission, and goals statements. He also assisted the dean in research and reports for the SBDCCA IE Task Force. This IR person represented the college at statewide State Postsecondary Review Entity (SPRE) meetings and reported outcomes of meetings to the college community. He also assisted the NCA Steering Committee by analyzing and graphing data for all areas of the college's self-study and wrote the General Institutional Requirements section.

During Year One the Strategic Planning Committee created a process to establish a vision, mission, and goals statements using a flow chart model from its experience with Total Quality Management training. In its process it conducted open discussions with the college community to finalize the college's vision and mission statements and work on PVCC's goals statements. Concurrently, after open discussions across the district, the Maricopa Community College District Governing Board adopted the District Vision Statement.

The NCA committees reported their progress with completing each part of the self-study. The Steering Committee and its Chair finalized committee assignments and reported on the NCA meeting in Chicago. The Chair worked with all committees and the IR person on the chapters and shared a copy of the IE and Student Outcomes Assessment Model with an NCA representative for feedback.

The events during Year Two were very hectic and significant. The Dean of Administrative and Student Services completed work on the Statewide Institutional

Effectiveness Task Force, which defined and established areas of statewide institutional effectiveness. She organized and facilitated Strategic Planning Committee (SPC) meetings to create PVCC Strategic Goals Statements and to implement connecting the IE Model with the strategic planning and budget allocation processes. This work included assisting the SPC in creating budget allocation procedures involving the review of a 3-year budget decision package by each department. The Dean consulted with the newly designated Acting Institutional Research Specialist in his planning of the IE Committee meeting agendas for the year.

To prepare for the eventual inclusion of data from all of the departments, the IE Committee under the guidance of the IR Specialist, reviewed the purposes of various surveys and revised the contents of questions to create clarity and consistency. The committee also discussed environmental scanning as a part of the external assessment component of the Strategic Planning Process. It reviewed the progress of the divisions/departments that volunteered to implement the IE Model and clarified their questions as to content and extent of assessment. The committee discussed and identified the Institutional Indicators it adopted and identified other data to be included in the content of the Annual PVCC Fact Book. In addition, it discussed the expected content of the Progress Reports involving the IE Committee, the IR Office, and divisions/departments that would be presented to the Strategic Planning Committee and the President. Lastly, it adopted the three-year cycle for divisions/departments to complete In-depth Reviews (self-studies in Phase Two) of the IE Model and Process.

In addition to the IR activities previously described, the Acting IR Specialist compiled, analyzed, and presented Census data of PVCC's Service Area to faculty,

administration, the Strategic Planning Committee, and other campus committees. He facilitated and directed the IE Committee activities and coordinated divisions' and departments' implementation of the In-depth Reviews including collaboratively creating surveys and analyzing and reporting their results. By using the guidelines created by the IE Committee, he compiled and presented the institutional and instructional indicators for the prior three-year period to each participating academic division. Related to this activity, he compiled institution-wide data for the same three-year period and developed the data into information published as Fact Book 1991-1994. As part of another initiative that he and the IE Committee undertook, he advised the participating divisions/departments in the creation of their Executive Summaries as part of the completion of the Progress Reports presented to the SPC and the President. Throughout this year, he established liaisons with national, state, and district institutional research and effectiveness groups, as well as city, county, and school district planning offices.

The Strategic Planning Committee was busy conducting open discussions with all internal and external groups concerning the college's strategic goals. At the conclusion of these extensive discussions, the committee finalized the college's Strategic Goal Statements. It also worked on the content and process of the three-year budget decision packages and on the peer review process of budget proposals. In accomplishing this activity, it implemented connecting the Strategic Planning, Institutional Effectiveness, and Budget Allocation Processes. By implementing the budget process, it presented its budget proposal to the President, who would present it to the District Chancellor's budget committee that would then include it in its

presentation to the Maricopa District Governing Board as part of the district-wide budget process. To conclude the year's activities, the SPC identified issues in implementing the budget process for improving on it for the next year.

During this year, the Governing Board adopted the District Mission Statement. In addition, the Board continued district-wide discussions and ultimately adopted District Strategic Goals Statements.

Toward the beginning of the year, the PVCC Steering Committee for the NCA self-study submitted the college's Self-study. Later that spring semester the NCA Visitation Team arrived and conducted its evaluation. At the end of its visit, the Team presented its findings and its recommendation of an unconditional ten-year accreditation that it would submit to NCA.

Year Three continued the evolution of activities in development and implementation of each process by each group. The Dean of Administrative and Student Services organized and facilitated the meetings of the Strategic Planning Committee to implement the budget process linking to the strategic planning and institutional effectiveness assessment processes. The Committee also changed its name to "Council" to indicate a permanent and central function in linking and overseeing these processes.

Having completed the responsibility of creating and piloting the implementation of the Institutional Effectiveness and Student Outcomes Assessment Model, the Institutional Effectiveness Committee became the Student Academic Achievement Committee. The IE Model and Process would now be overseen by the Strategic Planning Council as established by the IE Committee. The Student Academic

Achievement Committee initially included the Chairpersons of all the academic departments/divisions with the Dean of Instruction and the newly hired Coordinator of Institutional Effectiveness as co-chairs of this committee.

The next phase for the new Student Academic Achievement Committee was to create and develop that portion of the Institutional Effectiveness and Student Outcomes Assessment Model which was the plan to assess student outcomes. The committee researched existing models for assessing student outcomes from community colleges across the nation. It also reviewed the revision of the flowchart for the Assessment of Student Academic Achievement to more accurately describe its relationship to the Institutional Effectiveness assessment process. The Coordinator presented to the committee the outcomes of a meeting with Peter Ewell and other district colleges concerning NCA's expectations of assessing student academic achievement as part of the model for assessing institutional effectiveness. With the Dean of Instruction's assistance, the committee identified initial activities as "start up year" including piloting studies in some of the divisions.

The Institutional Research Office became the Institutional Effectiveness Office with the change to a Coordinator position who co-facilitated the Student Academic Achievement Committee meetings with the Dean of Instruction. He also completed compilation of institutional and instructional indicators for the prior three-year period for the second group implementing the IE Model and Process, as well as conducting and reporting results of surveys related to this group. Part of the institutional data from this second group was incorporated with the established data indicators from the IE Model to create the second publication called Fact Book 1994-1995 that continued the three

years of data in the first one. In addition, he advised the second group in terms of the In-depth Review areas and questions to be responded to in their self-study and Executive Summaries. He maintained liaisons with external groups, including presenting data to a consortium of public school districts, state universities, and library systems called Learning Connections, of which PVCC is a member.

The newly named Strategic Planning Council assessed external data from the President in his state of the campus presentation and from the Governing Board, the Chancellor, and the Vice Chancellor for Business Services concerning budget. It reviewed the budget process tying in with the IE Model and Process and worked on establishing sub-committees to analyze and prioritize areas for budget consideration through the budget process. It also reviewed each division's and department's three-year budget plans. As a result, it implemented the budget process, including capital budget requests, through all divisions and departments. As the group recognized as responsible to oversee campus-level processes, it reviewed the Technology Committee's progress in creating a college-wide technology plan.

Year Four involved the end of the first three-year cycle of implementation of the IE Model and Process. All established council/committees continued to develop activities that were initiated in earlier years. During this year each group and the college's administrators evaluated their progress and identified areas for continued improvement. The members of the Strategic Planning Council now have experience in identifying the various processes and how each is linked to the other in order to oversee the college's progress and suggest improvements and/or help the college better position itself for the students in the future.

Linking Strategic Planning, Institutional Assessment, and Resource Allocation

Strategic planning is an important part of the institutional planning cycle at PVCC (see Appendix A). In order to strengthen the planning process, key groups and individuals, discussed previously, developed a process to link planning activities to the budget cycle. Integrating institutional effectiveness assessment into the planning process provides another critical component of the planning cycle. Program (operational) planning provides the connection between the strategic planning and resource allocation processes. Institutional effectiveness and student outcomes assessment provides the linkage between program planning and resource allocation. The result is a process that integrates budget development into the planning cycle, increases participation and feedback in the planning and decision-making processes, and encourages institutional flexibility by ensuring that resource allocation is predicated on planning assumptions.

PVCC's Strategic Planning Process stresses the importance of setting priorities at all levels of the planning and budget processes. It involves more staff in the decision-making process, which forces the decision-making downward in the organization. This "mindset" ensures that those items that have campus-wide approval are implemented.

To strengthen the planning process, the president created a Strategic Planning Committee. This committee (now called a "council") oversees the strategic and operational planning, assessment of institutional effectiveness and student academic achievement, and resource allocation processes. It has representatives from all the various constituencies and includes faculty, administrators, professional and technical

staff, students, and community representatives. The SPC finalizes the college's strategic goals and serves as a review board of all budget requests to ensure that the requests are in line with the established goals. The members of the council represent very different viewpoints, provide important suggestions, and are key to the final acceptance and implementation of planning and budgeting directives.

Assessment of Institutional Effectiveness

The Institutional Effectiveness and Student Outcomes Assessment Model was designed to be integrated into the planning and budgeting processes. Although institutional effectiveness and student outcomes are two distinct assessment processes, they are linked under the general umbrella of mission, planning, and budget in theory and in practice. The analysis of institutional indicators as part of the annual assessment process provides the Strategic Planning Council and the administration valuable trend data to be used to plan and budget future activities. Linking this internal data with the data collected from the external environment provides a strong basis from which to make decisions regarding future directions of the college. The use of this data, along with the executive summary reports, submitted from the various departments as part of the IE Model and Process, provide valuable information to make decisions regarding the addition, modification, or strengthening of programs and services to meet the changing needs of the students and the community.

The assessment of institutional effectiveness involves a two-phased process (see Appendix B), which was developed by a college-wide Institutional Effectiveness Committee consisting of faculty, staff, and administrators including the current Coordinator of Institutional Effectiveness (IE). During Phase One, key quantitative

institutional and program indicators are collected and inputted in a data base by the IE Coordinator. These indicators are arranged under five broad categories identified in the Institutional Effectiveness and Student Outcomes Assessment Model as the basis from which to begin assessing and reporting effectiveness: (1) Access Data, (2) Student Success Indicators, (3) Staffing Indicators, (4) Financial Indicators, and (5) Instructional Programs/Activities Indicators. Some data are collected and reported directly by the programs themselves. These established criteria and key institutional indicators are then used by each department to assess the degree to which it supports the college's mission and strategic goals through its intended educational outcomes and departmental goals and objectives.

Phase Two is a process of in-depth assessment of the effectiveness of instructional and support programs, which occurs in a three-year cycle. The primary reason for evaluating program performance is to improve the programs. Through program evaluation, the questions being asked are, what is the structure and function of the program, how effective is it, what are the strengths and weaknesses, and what steps can be taken to overcome the obstacles? These questions that assess institutional effectiveness translate into ten areas: (1) Objectives of the Program, (2) Functions Performed by the Program, (3) Constituents Served by the Program, (4) Constituents' Needs, (5) Level of Satisfaction of Constituents, (6) Other Consequences of the Program, (7) Importance of Other Consequences, (8) Costs of Program, (9) Revenue Dependent Upon the Program, and (10) Overall Merit of the Program.

The intent of this in-depth review phase is to collect data, interpret the data, and make recommendations for department improvement, modification, consolidation, or

elimination. The assessment instruments are designed so that measurements of these ten areas can be conducted from a variety of perspectives including current students, graduates, advisory committee members, employers, faculty, staff, and administration. Though the above standard format of areas is used by both instructional and support service units, flexibility is provided due to the differences among the units. The assessment documents are designed so that the broad objectives, performance criteria, and expected outcomes of the divisions/departments can be reviewed. There is no fixed protocol as to how the assessment should be conducted or what criteria should be included. However, these areas must be clearly defined before the process is implemented.

This second phase involves the coordinator facilitating all instructional and support services divisions/departments at the college undergoing their self-study by identifying various qualitative and quantitative measurements to be used, proposing schedules for conducting assessments, and coordinating surveys and other departmental data collecting activities. This phase requires division/department chairs and managers to complete these in-depth reviews using a combination of program indicators and data, both qualitative and quantitative, such as enrollment, retention, current student/"customer" satisfaction, graduate/employer satisfaction, program completion, job placement, and program competencies. The analysis of the data is completed by the chairs/managers and their faculty/staff with the assistance of the Coordinator of Institutional Effectiveness.

The results of the program assessments assist the division/departments with program improvement. The divisions/departments also use the results in their

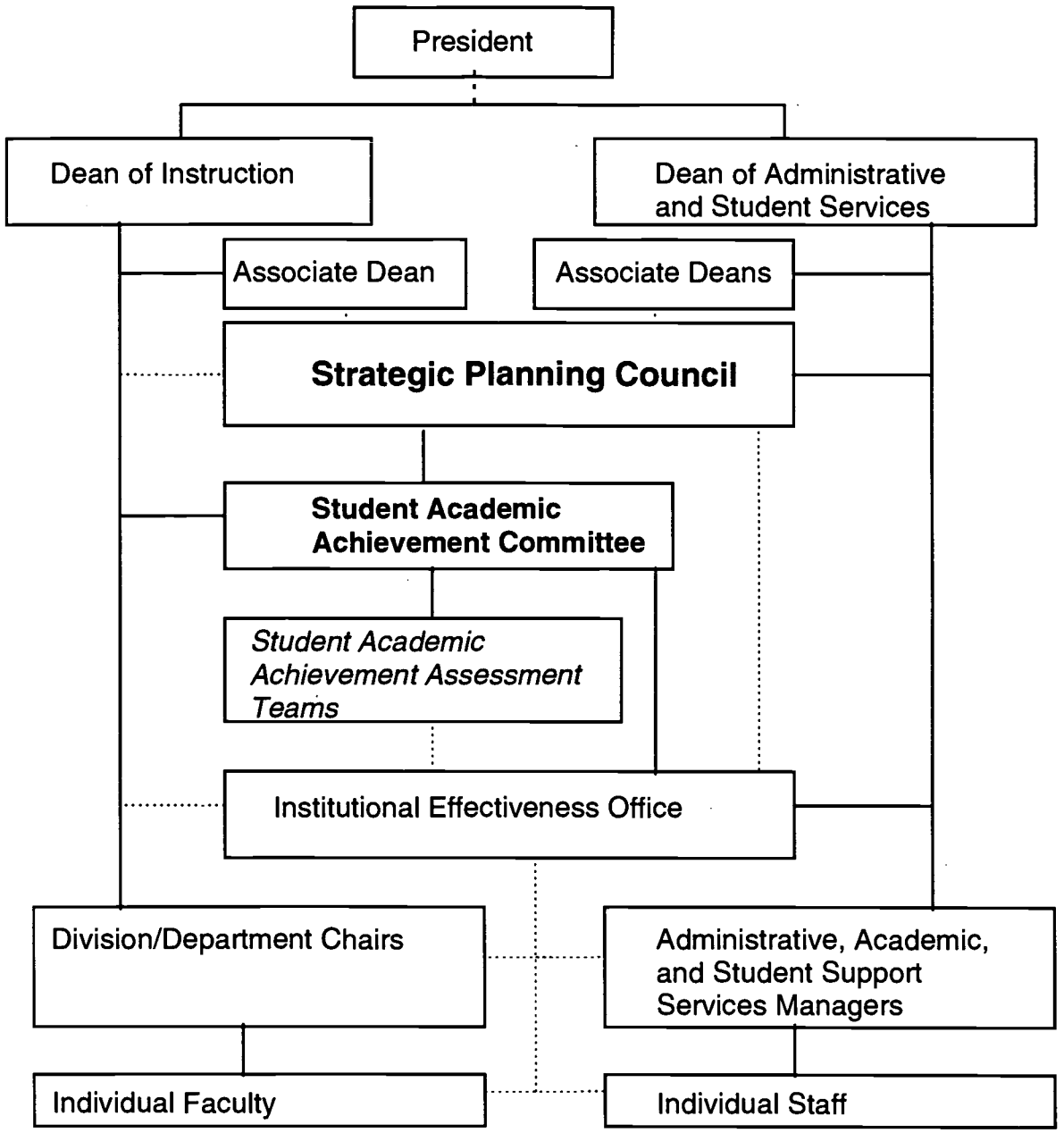
departmental and budget request planning. These results are also reported to the Strategic Planning Council in the Annual Report, which is used in the following year's strategic and operational planning and the resource allocation process. Furthermore, many of these results of the Phase Two in-depth reviews from the instructional, academic, and student support services also link to assessing and reporting student academic achievement (see next section). The most important outcome of evaluating the results is to monitor the learning outcomes and successes of students and to verify if the programs and services are effective in meeting these needs.

Assessing Student Academic Achievement

The other process linked to Phase Two of the process of assessing institutional effectiveness is the college's assessment of student academic achievement. Fairly recent clarifications by North Central Association concerning requirements of demonstrating assessment of student academic achievement have influenced the direction and development of this assessment process at PVCC. Though the current process is beginning to be implemented, the linkages are in place to provide feedback to the strategic planning, institutional effectiveness, and resource allocation processes.

The ultimate responsibility for the administration of Institutional Effectiveness and Student Academic Achievement Assessment lies with the President. With direction from the President, the Dean of Administrative and Student Services and the Dean of Instruction are responsible for Institutional Effectiveness and Student Academic Achievement at PVCC (see Figure 1). Responsibility for implementation of the Model is shared by the Operational/Associate Deans; Strategic Planning Council; Student Academic Achievement Committee; Division and Department Chairs; Administrative,

Figure 1. PVCC Institutional Effectiveness and Student Academic Achievement Assessment Responsibilities



Academic, and Student Support Services Managers; and Coordinator of Institutional Effectiveness.

The Student Academic Achievement Committee consists of the chairs of all the academic divisions and departments and the Dean of Instruction and Coordinator of Institutional Effectiveness as co-chairs. Having adapted the conceptual framework proposed by the Community College Roundtable, this committee coordinates all student academic achievement assessment activities at the college and collects quantitative and qualitative data from the Institutional Effectiveness Office concerning indicators measuring Student Progress, Career Preparation, Transfer Preparation, Developmental Education, Community Development, and Customized Education. The committee also plans and selects Student Academic Achievement Teams (comprising interdisciplinary faculty) that assess student academic achievement in General Education. It evaluates all these assessment results and, if necessary, recommends curricular improvements to the District Instructional Council and resource allocation to the Strategic Planning Council (see Appendix C).

Resource Allocation Process

The concept of "resources" encompasses financial, human, and physical types. At PVCC all of these types of resources are considered in its Budget Review Process. As stated earlier, the Strategic Planning Council oversees this process and links it to each department's three-year plan and its assessment results that are a part of the Institutional Effectiveness and Student Outcomes Assessment Model. The SPC's representative membership is key in creating increased participation in, and consensus for, the final budget proposal sent to the President to be presented to the district-wide Chancellor's Financial Advisory Council (CFAC). Since the SPC establishes the

strategic goals of the college, based on external and internal information, it evaluates the college budget proposals with these goals in mind.

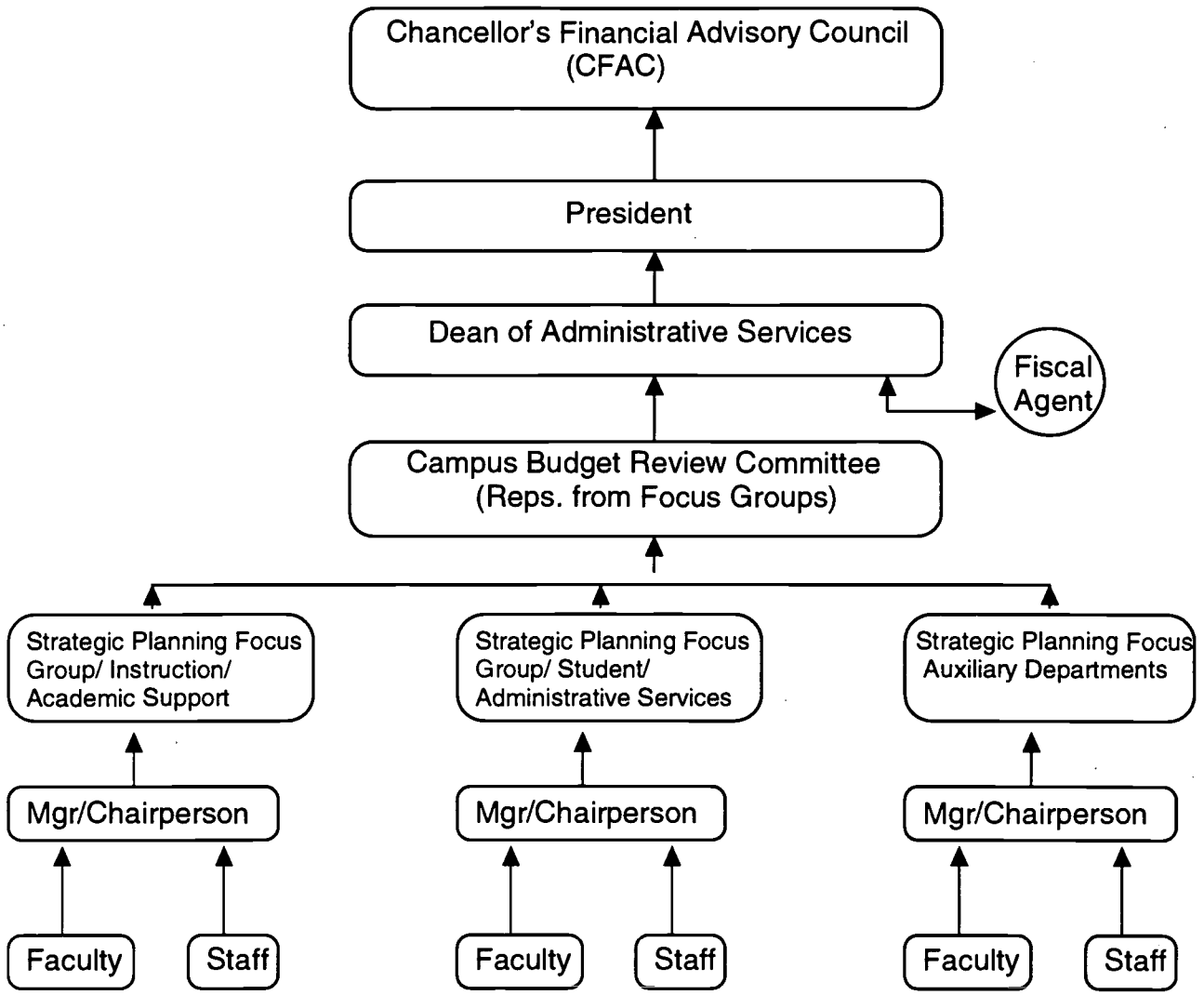
The steps of the Budget Review Process begin with the faculty and staff of the college (see Figure 2). Each faculty and staff member must be aware of the college's goals in order to link each department's objectives to them. The departmental manager or the academic division/department chairperson helps his or her department to refine objectives and activities. In addition, each department/division prioritizes each funding activity and submitted to the appropriate strategic planning sub-committee.

Each sub-committee reviews all planning and funding requests for its area. After meetings with representatives of each department/division, each sub-committee determines priorities for its area based on the direction of the college's goals. Each sub-committee submits the final, prioritized list of requests to the Budget Review Committee.

The Budget Review Committee comprises the faculty senate president, two representatives chosen from the SPC sub-committees, and a representative of auxiliary services (student activities and other Fund 2 budget categories). The Dean of Administrative and Student Services serves on all the committees in an advisory capacity only. The Fiscal Agent acts in an advisory capacity also. The Budget Review Committee reviews all requests and their priorities and conducts further meetings with departmental representatives to help clarify some of the funding requests. This committee makes a final priority recommendation for presidential approval.

The President reviews the Budget Review Committee's prioritized recommendation and may make adjustments, if needed. The President, however,

Figure 2. PVCC Budget Process Flow Chart



usually sits in on the committee's discussions and has had prior input to these discussions and final decisions. The Dean of Administrative and Student Services prepares the final budget document and submits it to the District Budget Office.

The District Budget Office collects the budget documents of the ten colleges and District Support Services Office and submits them to the Chancellor's Financial Advisory Council (CFAC). The CFAC submits its recommendations to the Chancellor,

and the Chancellor determines the final budget recommendation of the colleges and District Office to the elected Governing Board for final adoption.

Conclusions

Several valuable lessons have been learned through working at establishing and implementing these processes at Paradise Valley Community College. One of the most important lessons has been that the campus climate was open and willing to change. Another lesson that went hand-in-hand with the first was that the President demonstrated openness and support for this change to occur. This combination of willingness to, and support for, change laid the foundation for the development and implementation of these processes.

Another important lesson was the creation of the Strategic Planning Council which included key members of all campus groups. The establishment of this all-inclusive representation pushed the decision making away from the administration and downward in the organization which created the "buy-in" to implement and gain support for this process. A related lesson occurred with this Council successfully identifying and accomplishing early goals involving agreement on a new vision, mission, and goal statements for the college. Early success in accomplishing these goals led to a willingness to attempt even more goals and a belief that the new processes actually worked.

With these goals accomplished, the next lesson was the successful linkage of the new budget process, which included three-year planning by all the departments, to the college's new Strategic Goals. The ability of each department to develop plans related to the college's goals created an understanding that planning, prioritizing, and

budget requests were inextricably linked from now on. This linkage helped the various departments attempt to make more effective and efficient use of resources by using current, accessible evaluative data to provide a rational basis for decision making

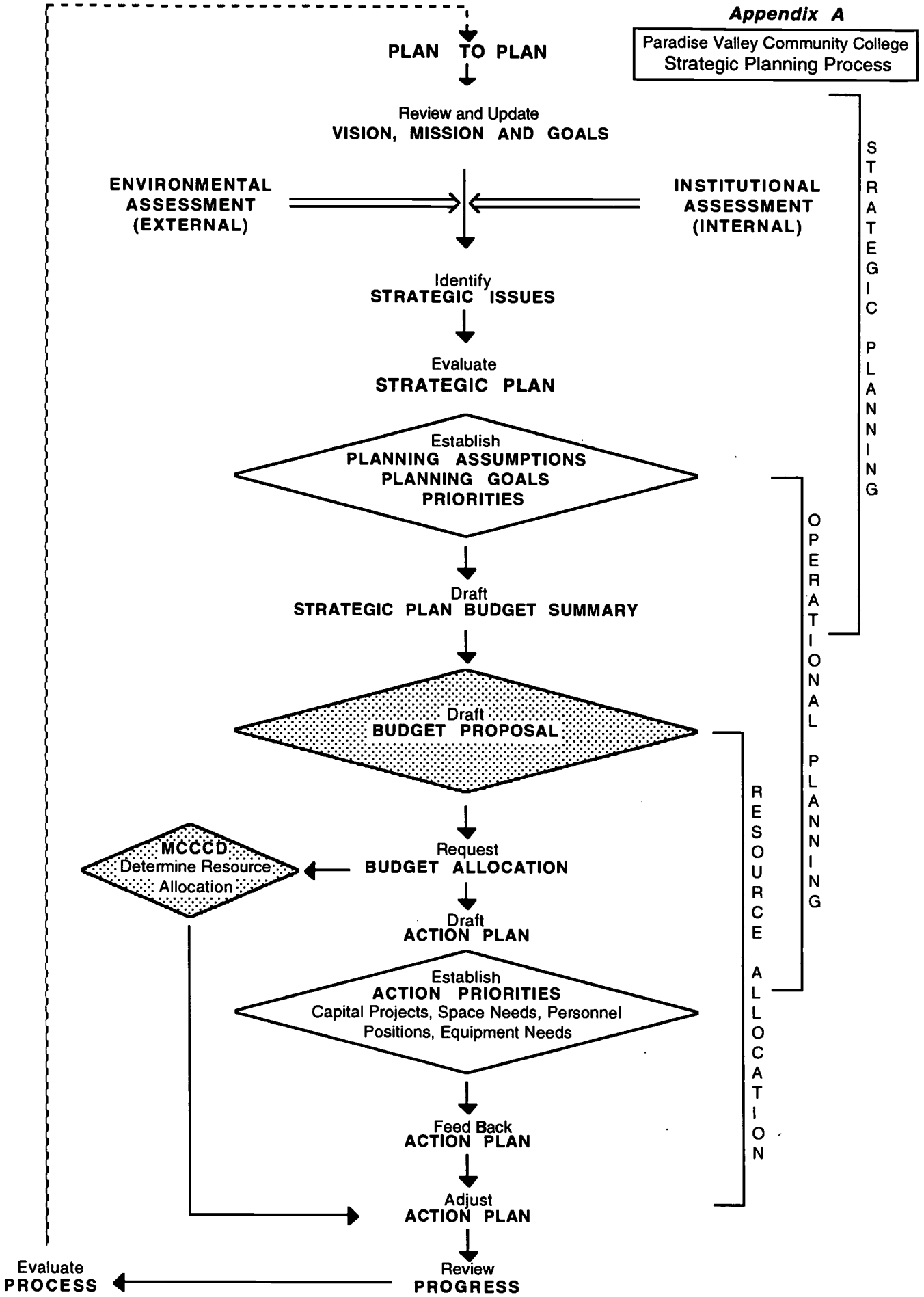
Some lessons continue to be learned. A difficult lesson has involved continuing to change the campus culture to work in a collaborative budget process. Though great strides have been taken, some representatives need to work on seeing the direction of the entire college and the priorities needed to achieve that direction as overshadowing individual departmental needs. A related lesson has been that the links to planning and budgeting need to be strengthened so that these departments see their assessment results lead to needed changes for the improvement of the department and ultimately the college. Some of this strengthening needs to come from even more precise information gathering and dissemination by and to all of the departments, as well as the Strategic Planning Council.

Another lesson that continues is attempting to coordinate timelines between Paradise Valley Community College and Maricopa District. The college has a short timeline for completing the budget process in relation to strategic planning and institutional assessment. Improvements have been made, but more work needs to be done in this area so that each process weaves smoothly with the others.

The last lesson that continues to be learned is expanding the number of faculty and staff that embrace the New Vision and Mission of the College Community. Many have, yet more are needed so that collaboration and cooperation are even more evident in all functions of the college as it continues to improve its ability to provide access and assistance to its students in their efforts to reach their goals.

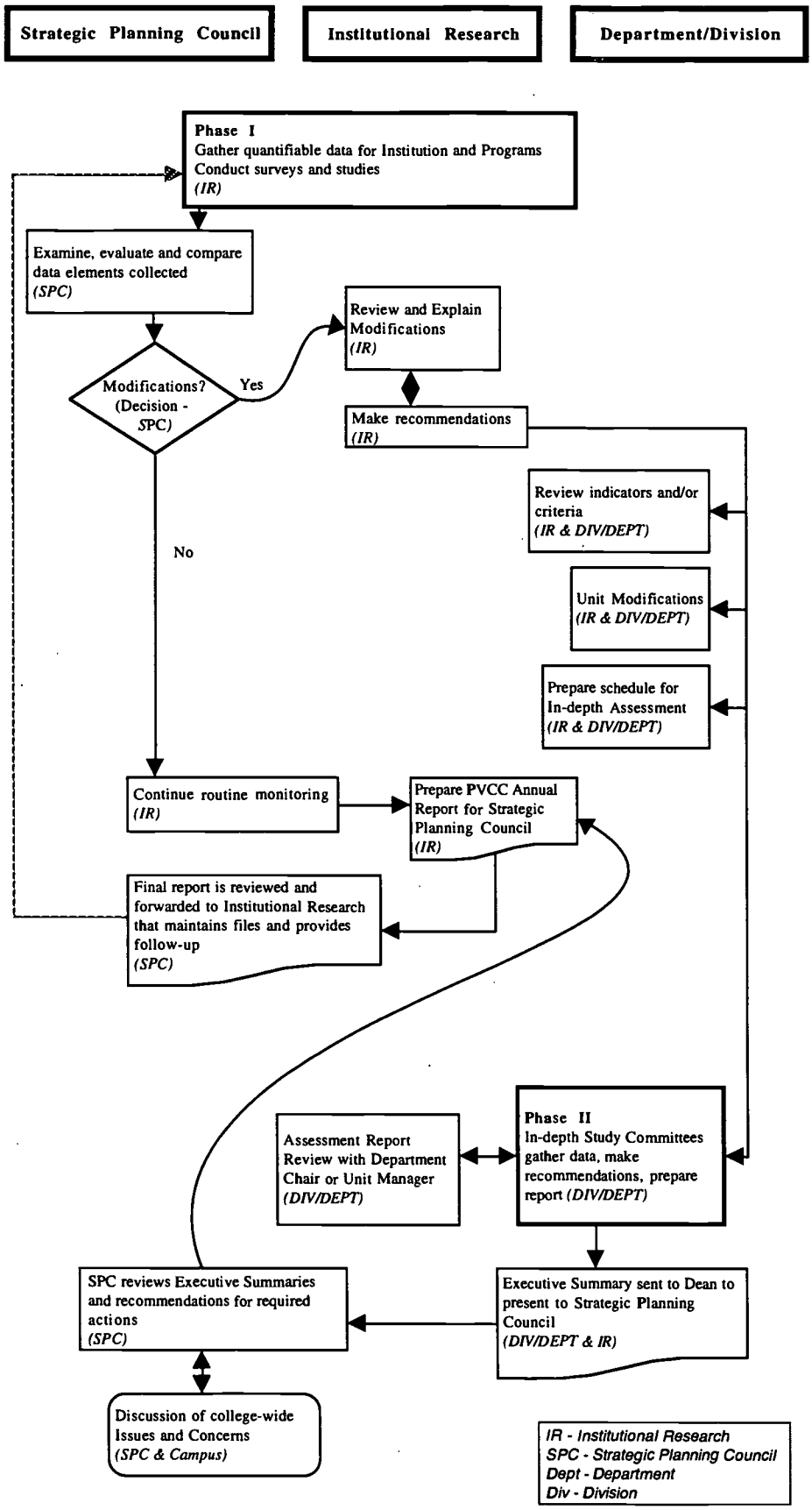
Appendix A

Paradise Valley Community College
Strategic Planning Process

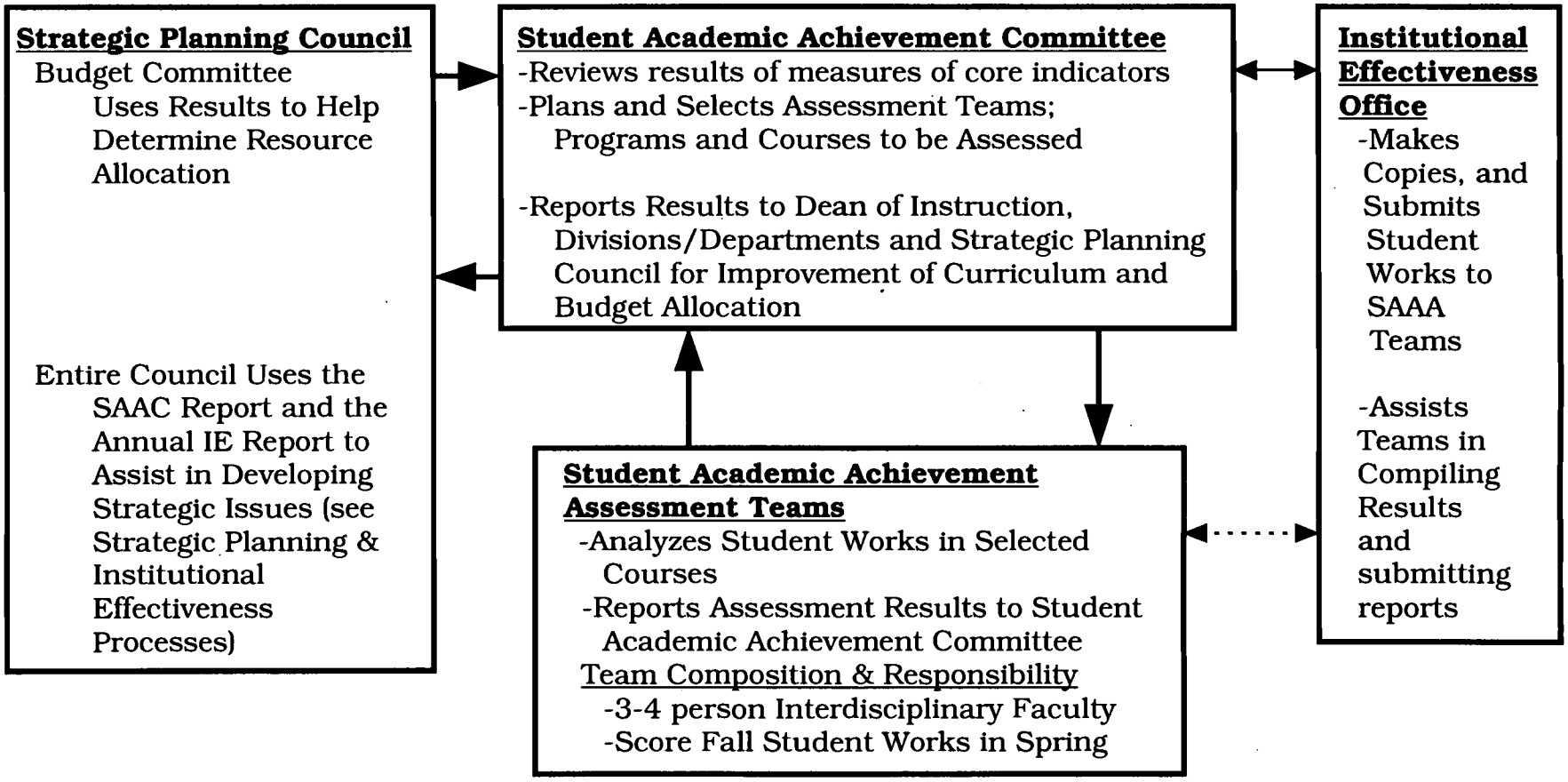


Appendix B

Paradise Valley Community College
Institutional Assessment Process



Appendix C. Paradise Valley Community College Student Academic Achievement Assessment Process



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