

2024 Key Performance Indicators Dashboard

The Mission of Patrick Henry College is to prepare Christian men and women who will lead our nation and shape our culture with timeless biblical values and fidelity to the spirit of the American founding.

| Key Performance Indicators | Benchmark | 2024 Data |
|--|--------------------------------|---------------|
| Degree-Seeking Student Enrollment | - | 395 |
| Degree-Seeking Gender Ratios | - | 56:44 |
| Average Composite SAT Scores | - | 1331 |
| ACLT Test Results | <i>Measurable Improvement*</i> | + |
| Degree-Seeking Student Retention | 87% | 88% |
| Degree-Seeking, First-Year Cohort Retention | 85% | 88% |
| 4-Year Graduation Rates | 57% | 64% (2020) |
| 6-Year Graduation Rates | 65% | 74% (2018) |
| Enrolled Student Statement of Faith Certifications | 100% | 100% |

Educating students according to a classical liberal arts curriculum and training them with apprenticeship methodology, the College provides academically excellent baccalaureate level higher education with a biblical worldview.

| Key Performance Indicators | Benchmark | 2024 Data |
|--|--------------------------------|-----------|
| Earned Apprenticeship Credits | - | 1410 |
| ETS PP+ Test Results | <i>Measurable Improvement*</i> | - |
| Course Completion Rates (prior year) | 92% | 96% |
| Credits taught by full-time professors (fall semester) | 70% | 71% |
| Credits taught by terminally degreed professors (fall semester) | 70% | 73% |
| Faculty to Student Ratio (fall semester) | < 1:15 | 1:14 |
| Average of Chapel Attendance (prior year average) | 80% | 80% |
| Course Evaluation Aggregate Results Regarding Faith & Learning (5 pt. scale) | 4.25 | 4.42 |

*Measurable improvement as demonstrated by comparison of incoming students and commencing student test results; overall increases are marked with a plus (+); overall decreases are indicated as a minus (-). +Spring 2021 only due to COVID.

APPENDIX

Instruments, Methodologies, & Rationales for Patrick Henry College Key Performance Indicators & Benchmarks

Element 1. The Mission of Patrick Henry College is to prepare Christian men and women who will lead our nation and shape our culture with timeless biblical values and fidelity to the spirit of the American founding.

| Assessment Instruments & Methodology | Rationale for this Instrument and Methodology | Expected Standard of Performance | Rationale for this Expected Standard of Performance |
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| <p>Degree-Seeking Student Enrollment</p> <p>At the end of the Fall semester drop/add period, the Office of the Registrar calculates the official student headcount, summing the total of full- and part-time students for all Degree-Seeking programs.</p> <p>This information is annually reported in the Enrollment Report, typically disseminated in late September.</p> | <p>The enrollment of Degree-Seeking students that are prepared to “lead our nation and shape our culture” is necessary to achieve the College’s Mission.</p> <p>The Office of the Registrar is responsible to maintain these statistics and is tasked to publish the official Enrollment Report of the College each fall semester.</p> | - | <p>Enrollment expectations are established by Executives, President, and the Board of Trustees in a separate process, as defined in the Budget Protocol. Nevertheless, the Planning & Evaluation Committee established enrollment as a key performance indicator worth monitoring given its importance in achieving this Mission.</p> |
| <p>Degree-Seeking Gender Ratios</p> <p>At the end of the Fall semester drop/add period, the Office of the Registrar calculates the gender ratio of Degree-Seeking students.</p> <p>This information is annually reported in the Enrollment Report, typically disseminated in late September.</p> | <p>PHC’s Mission to prepare “men and women” explicitly defines the co-educational nature of the College.</p> <p>The Office of the Registrar maintains this basic demographic information and is tasked to publish the official Enrollment Report of the College each fall semester.</p> | - | <p>The Planning & Evaluation Committee established Degree-Seeking gender ratios as a key performance indicator worth monitoring given the College’s commitment to educating both men and women, as defined in the Mission. However, because the Mission applies equally to both men and women, the Committee established no preferred ratio.</p> |
| <p>Average Composite SAT Scores</p> <p>The average composite SAT Score is calculated from the cohort of first-time, full-time students who begin their Degree-Seeking</p> | <p>The academically excellent education that PHC offers to those seeking to “lead our nation and shape our culture” is successfully completed by those who are academically prepared. One indicator of academic</p> | - | <p>A review of longitudinal data indicates that students consistently perform very well on the SAT (Math + Verbal) and the College has high admission rates. The Committee established no standard outcome because,</p> |

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| <p>enrollment in the fall semester using the highest single iteration math and verbal scores.</p> <p>This information is calculated by the Office of the Registrar and annually reported in the Enrollment Report, typically disseminated in late September.</p> | <p>preparation is the SAT score. In the aggregate, the SAT Score speaks to the readiness of a recruited class to actualize the Mission.</p> | | <p>at this time, data indicates that unqualified applicants tend not to apply for admission.</p> |
| <p>ACLT Test Results</p> <p>The American Civic Literacy Test measures student knowledge of American History, Political Philosophy & American Government, America & the World, and the Market Economy.</p> <p>This assessment, developed by the Intercollegiate Studies Institute, is administered annually to each student upon enrollment as a Degree-Seeking student and, again, upon nearing graduation by the Office of Institutional Effectiveness, who compiles scores and reports 'value added' results.</p> | <p>The ACLT was chosen because of its alignment with the College's Mission; specifically it measures key content areas essential to leadership that manifests "fidelity to the spirit of the American founding."</p> <p>The pre- and post-knowledge assessment methodology was selected because it measures the growth in knowledge resulting from the education and experiences during enrollment at PHC.</p> | <p>Measurable improvement as demonstrated through comparison of incoming students and commencing student test results.</p> | <p>A review of longitudinal data indicates that students perform very well on the ACLT in both test iterations. The Committee determined that the College adequately demonstrated Mission fulfillment by means of an aggregate score increase, leaving specific judgments of program effectiveness to the faculty.</p> |
| <p>Degree-Seeking Student Retention</p> <p>Fall-to-fall retention is calculated by dividing the number of students who were eligible to be retained in two successive fall semesters by the number of students who actually persist in enrollment in two successive fall semesters.</p> <p>This information is calculated by the Office of the Registrar and annually reported in the Enrollment Report, typically</p> | <p>Retention rates influence graduation rates and the number of students earning the bachelor's degree. Thus, monitoring the retention of students is a manifestation of the College's commitment to prepare men and women to "lead our nation and shape our culture."</p> <p>The Office of the Registrar maintains this information and is tasked to publish the official Enrollment Report of the College each fall semester.</p> | <p>87%</p> | <p>This standard was informed by a review of longitudinal retention data, accreditor expectations, and the ratio of recruited to retained students necessary to approximate current enrollment levels given available programs and services.</p> |

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| disseminated in late September. | | | |
| <p>Degree-Seeking, Cohort Retention after 1 year</p> <p>Fall-to-fall retention of first year, full time students (cohort) measures the percentage of total first-time full-time students who persist in enrollment in two successive fall semesters</p> <p>This information is calculated by the Office of the Registrar and annually reported in the Enrollment Report, typically disseminated in late September.</p> | <p>Retention rates influence graduation rates and the number of students earning the bachelor's degree. Thus, monitoring the retention of students is a manifestation of the College's commitment to prepare men and women to "lead our nation and shape our culture." The retention of first year students is of particular importance in determining whether programs and services are adequate to support first-year student success.</p> <p>The Office of the Registrar maintains this information and is tasked to publish the official Enrollment Report of the College each fall semester.</p> | 85% | <p>This standard was informed by a review of longitudinal retention data and the ratio of recruited to retained students necessary to approximate current enrollment levels given available programs and services. The Committee also examined the average first-year retention rates at institutions within 5 different peer groups (defined by Carnegie Classification, size, location, accreditation, and/or institution type), which ranged from 66-79%.</p> |
| <p>4-Year Graduation Rates</p> <p>Each fall semester, the Office of Registrar identifies students entering the institution as full-time, first-time, Degree-Seeking students in a particular year (cohort) and, after four years, those who have completed the degree program within 100 percent of expected time to completion.</p> | <p>The monitoring of student progress towards degree completion within the 4 year time period is a manifestation of the College's commitment to preparing men and women by means of education that leads to the attainment of the bachelor's degree.</p> <p>The Office of the Registrar maintains this information and is tasked to publish the official Enrollment Report of the College each fall semester.</p> | 57% | <p>This standard was informed by a review of longitudinal data and the strong desire, as inherent in the Mission, for students to persist to graduation. The Committee also examined the average 4-Year Graduation Rates of institutions in 5 different peer groups (defined by Carnegie Classification, size, location, accreditation, and/or institution type), which ranged from 33-56%.</p> |
| <p>6-Year Graduation Rates</p> <p>Each fall semester, the Office of Registrar identifies students entering the institution as full-time, first-time, Degree-Seeking students in a particular year (cohort) and, after six years, those who have completed the degree program within 150 percent of expected</p> | <p>The monitoring of student progress towards degree completion within the 6-year time period is a manifestation of the College's commitment to preparing men and women by means of education that leads to the attainment of the bachelor's degree.</p> <p>The Office of the Registrar</p> | 65% | <p>This standard was informed by a review of longitudinal data, accreditor expectations, and the strong desire, as inherent in the Mission, for students to persist to graduation. The Committee also examined the average 4-Year Graduation Rates of institutions in 5 different peer groups (defined by</p> |

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| time to completion. | maintains this information and is tasked to publish the official Enrollment Report of the College each fall semester. | | Carnegie Classification, size, location, accreditation, and/or institution type), which ranged from 40-63%. |
| <p>Enrolled Student Statement of Faith Certifications</p> <p>Each fall semester, the Office of the Registrar reports the percentage of total enrolled students who signed a certification statement subscribing to the College's Statement of Faith.</p> | <p>The Certifications reflect the College's Mission, preparing "Christian men and women" committed to "timeless biblical values," as represented in the Statement of Faith.</p> | 100% | <p>This high expectation reinforces the belief that this admission requirement is a direct, essential standard for achievement of the College's Mission.</p> |

Element 2. Educating students according to a classical liberal arts curriculum, and training them with apprenticeship methodology, the College provides academically excellent baccalaureate level higher education with a biblical world view.

| Assessment Instruments & Methodology | Rationale for this Instrument and Methodology | Expected Standard of Performance | Rationale for this Expected Standard of Performance |
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| <p>Earned Apprenticeship Credits</p> <p>Each fall semester, the Office of the Registrar calculates the total number of earned apprenticeship credits from the previous academic year (fall, spring, and summer).</p> | <p>The Mission directs the College to train students by means of apprenticeship methodology, which enables students to practically apply and reinforce classroom learning as well as develop the skills necessary to transition successfully into post-baccalaureate employment or graduate education.</p> | <p>-</p> | <p>The Planning & Evaluation Committee did not establish a benchmark for the number of apprenticeship credits because the number of credits is largely driven by enrollment and curricular design, which are beyond the scope of the Committee's focus. However, because of the importance of apprenticeship credits to Mission achievement, the Committee established this as a Key Performance Indicator in order to monitor trends in apprenticeship enrollment.</p> |
| <p>Revenue/Expenditure Ratios</p> <p>Ratios of revenue and expenditure sources are reported from the final audited Consolidated Financial Statements for the most recently completed fiscal year.</p> | <p>Providing academically excellent baccalaureate-level higher education requires continuous flow of revenues and expenditures. These ratios provide a high-level review of sources and allocations necessary to support the College's Mission.</p> | <p>-</p> | <p>Revenue/Expenditures expectations are established by Executives, President, and the Board of Trustees in a separate process, as defined in the Budget Protocol. Nevertheless, the Planning & Evaluation Committee established Revenue/Expenditure Ratios as a key performance indicator worth monitoring given its importance in achieving this Mission.</p> |
| <p>ETS Proficiency Profile (PP) & Project SAILS Test Results</p> <p>The ETS Proficiency Profile measures student learning in core skills, including critical thinking—an essential component of analysis. It is administered online and reported with national norms. This direct measure is administered at the beginning and end of</p> | <p>The ETS PP is a recognized assessment instrument used by over 500 colleges and universities. The faculty believe it is an excellent measure of writing ability. The ETS PP is recognized by the Voluntary System of Accountability (VSA) as one of four instruments that provide evidence of student learning outcomes.</p> <p>In 2013, the faculty</p> | <p>Measurable improvement as demonstrated by comparison of incoming and commencing student test results.</p> | <p>A review of longitudinal data indicates that students perform very well on the ETS PP and Project SAILS in both test iterations. The Committee determined that the College adequately demonstrated Mission fulfillment by means of an aggregate score increase, leaving specific judgments of program effectiveness to the faculty.</p> |

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| <p>college studies providing norm referenced and criterion referenced value added results.</p> <p>Project SAILS (Standardized Assessment of Information Literacy Skills) Cohort Exam, a direct measure of student learning, is administered biennially in even years to incoming and graduating students, with results aggregated by the Office of Institutional Effectiveness (June). This nationally normed assessment measures competency in the following areas: Developing a Research Strategy; Selecting & Finding Tools; Searching; Using Finding Tool Features; Retrieving Sources; Evaluating Sources; Documenting Sources; Understanding Economic, Legal & Social Issues</p> | <p>approved the adoption of 5 information literacy standards of the Association of College & Research Libraries (ACRL), with which Project SAILS is aligned. The results of the individual scores report and the cohort report can be combined to provide information useful for improvement.</p> <p>These two measures provide evidence of the effectiveness of the classical liberal arts curriculum with apprenticeship methodology, and that the College offers students an academically excellent baccalaureate-level higher education.</p> | | |
| <p>Course Completion Rates</p> <p>The percentage of courses successfully completed by students in the prior academic year is annually calculated by the Office of Institutional Effectiveness each October. It is derived by calculating the number of course grades earned in the prior academic year that represent successful course completion (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P) and dividing the result by the total number of courses attempted in the prior academic year. Thus, an unsuccessfully completed course is one where the grade of W, WP, WF, or F is awarded.</p> | <p>Course completion is a direct measure of student attainment, speaking to the adequacy of programs and student support services needed to fulfill the Mission and support student success.</p> | <p>92%</p> | <p>This expectation was established after reviewing trends for course completion rates. This expectation establishes a reasonable benchmark for student course completion that will be meaningful for sustaining excellence in programs and services.</p> |

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| <p>Credits taught by full-time professors (%)</p> <p>Using the Common Data Set definition of ‘full-time’ instructional faculty, the Office of Institutional Effectiveness divides total credits taught by full-time instructors in the fall semester by the total number of credits attempted by students in the fall semester.</p> | <p>Full-time faculty are uniquely positioned to contribute to the development of students through the classroom’s educational activities, represented here by credits, as well as through continuous improvement of the curriculum, student advising/mentoring, and through service throughout the College.</p> <p>Given the consistency of faculty serving at the College, the fall semester’s calculations are adequately representative of the entire academic year.</p> | <p>70%</p> | <p>This benchmark was informed by reviewing accreditor expectations, longitudinal data, and the Committee’s consensus on the importance of this indicator relative to the Mission.</p> |
| <p>Credits taught by terminally degreed Professors (%)</p> <p>The Office of Institutional Effectiveness uses fall semester data (only), dividing the total number of credits attempted by the number of credits taught by faculty with terminal degrees.</p> | <p>Qualified instructors, represented here by the highest earned academic credential, are necessarily precedent to sustaining excellent baccalaureate-level higher education.</p> <p>Given the consistency of faculty service, the fall semester’s calculations are adequately representative of the entire academic year.</p> | <p>70%</p> | <p>This benchmark was informed by reviewing accreditor expectations, longitudinal data, and the Committee’s consensus on the importance of this indicator relative to the Mission.</p> |
| <p>Faculty-to-Student Ratio</p> <p>The Office of Institutional Effectiveness calculates this ratio using the Common Data Set definition (i.e. full-time + 1/3 part-time, students and faculty) each October for the fall semester. The Office applies the definition developed by the AAUP and used in the CDS for categorizing full-time and part-time instructional faculty.</p> | <p>As a teaching College with the Mission to provide, “excellent baccalaureate-level higher education,” maintaining an appropriate faculty to student ratio ensures that the College faithfully stewards its financial/human resources while continuing to offer high quality education.</p> | <p>< 1:15</p> | <p>This benchmark was informed by reviewing longitudinal data, peer data, and the Committee’s consensus on the importance of this indicator relative to the Mission.</p> |
| <p>Semester Average of Chapel Attendance</p> <p>Chapel attendance is regularly monitored by the Office of Student Life and</p> | <p>Chapel services reinforce the “biblical worldview” instruction evidenced throughout the College community’s educational programs and services.</p> | <p>85%</p> | <p>While Chapel is mandatory for students, certain circumstances (such as illness or travel) prevent 100% attendance. After a review of longitudinal data</p> |

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| <p>the President. The institutional average is calculated using the number of students who actually attended in comparison to the number of students who are required to attend. The averages of the two semesters of the prior academic year are averaged to create an annual benchmark.</p> | | | <p>and consideration of the importance of Chapel in achieving the Mission, in Spring 2013 the Student Senate recommended, and the College subsequently adopted, this attendance expectation.</p> |
| <p>Course Evaluation Aggregate Results Regarding Faith & Learning (5 pt. scale)</p> <p>Course evaluations are completed by students in every class. Institutional averages for all traditional courses in the prior academic year are calculated for the following two questions</p> <p>*The instructor encouraged me to connect my faith and experience to this course.</p> <p>*The instructor integrated and modeled elements of faith into this course.</p> | <p>Classroom instruction is a primary manifestation of the College’s commitment to education with a “biblical worldview.” Course evaluations are an important indicator of student perceptions of the degree to which the College is attaining this aspect of the Mission.</p> | <p>4.25</p> | <p>This rigorous standard was informed by reviewing longitudinal data and by considering the importance of this indicator relative to the Mission.</p> |

