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The mission of The Crown College of the Bible is to train men and women to follow the Lord Jesus Christ and to equip them to fulfill His purpose by providing education in which Christ is preeminent, and where the highest academics are united with ministry application for the sole purpose of glorifying the Lord Jesus Christ. This mission continues as graduates of The Crown College of the Bible train others.

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The Crown College of the Bible strives to provide an effective learning environment, support services, staff, and faculty to enable students to:

- Develop a working understanding of the Word of God and make the Scriptures the foundation of their lives.
- Recognize the value of our Christian heritage and live as true followers of the Lord Jesus Christ.
- Learn to think both critically and biblically in reading, researching, speaking, and writing.
- Fulfill the work of Christ, using the abilities and opportunities God has given them to advance the gospel for the glory of God and

P R I A P

This Institutional Assessment Plan (IAP) functions as a map to guide the processes of assessment at The Crown College of the Bible at the institutional and program / unit levels. Additionally, the IAP will be in compliance with the requirements of the Transnational Association of Christian Colleges and Schools (TRACS), which requires that its partner institutions demonstrate a comprehensive assessment plan which includes all aspects of the institution in order to promote and demonstrate institutional effectiveness.

Principles of Assessment

Assessment is a tool to determine the effectiveness of the College's institutional practices, academic programs, and support services. The mission, vision, and institutional objectives of The Crown College of the Bible direct and guide the principles of assessment.

Assessment is outcomes oriented, rather than process oriented. That is, it emphasizes measuring how well students are learning and how well administrative units are operating, rather than focusing on actions to improve processes. Assessment evaluates at what level the administrative units and academic programs at The Crown College of the Bible have achieved the outcomes which were their aim. To accomplish this goal, data is collected and analyzed from a variety of assessment tools and measures to demonstrate and document whether or not the outcomes have been met.

Assessment is continuous, functioning in an ongoing, cyclical pattern of establishment of outcomes, data collection, data analysis, and recommendations for change. After this process has completed, the cycle begins over again. This cycle, however, is never truly completed unless assessment results are used to effect improvement in the institution. This is commonly known as "closing the loop."

Assessment is vital to the health and continued existence of an educational institution. By identifying areas in which the institution falls short of its mission and by providing

data-based solutions, the IAP ensures that the institution stays focused on accomplishing its mission and making significant, documented improvements from year to year.

Purposes of Assessment

Assessment results and analysis provide guidance for faculty and administration to make changes to improve both their departments and the function of the institution as a whole. These changes are data driven and are supported by evidence collected during the assessment process.

Assessment data also serve to assure students, parents, legislators, and other stakeholders of the College's effectiveness and faithfulness in achieving its mission and objectives in the provision of a quality education.

The purposes of assessment may be condensed into three key ideas:

- To improve – Assessment activities provide documentation and feedback essential to shape or form better programs and services.
- To inform –

achievement, along with planning for improvement, must be viewed as a team activity which mutually benefits all participants.

The Assessment Cycle

The assessment process is a continuous, cyclical process, repeating steps every calendar year and repeated some steps in multi-year increments. Mission statements, outcomes/objectives, and measures are confirmed for each unit in the fall (due by the beginning of the fall semester). The plan unfolds throughout the academic year.

Findings and

A AAssessment of the College's Board of Trustees

The Crown College Board of Trustees is organized to oversee the activities, roles, and operations of the college. The Board also addresses the current and future needs of the college, and reviews and approves the annual budget. A Board Handbook has been adopted that identifies clearly the functions of the Board and the assigned roles of Board members and officers. The Board members acknowledge their agreement with the Statement of Faith of the college, and their agreement to abide by the Biblical values held by the college.

As appropriate, the Board is provided with information regarding all aspects of the college in the development of its key publications, objectives, assignments, job descriptions, performance standards and performance evaluation materials. The college recognizes that the success of this process will depend upon careful consideration of members selected as well as the effort given to the development of clearly defined roles and responsibilities, their implementation, and their follow-up. It is furthermore clear that the Board plays a role in assuring the accurate assessment and linkage of assessment findings to strategic planning, financial planning, and operational planning within the college.

The Board will conduct an annual Self-Assessment by means of a written instrument provided to each Board member. The purpose of the evaluation is to determine whether Board members understand their role and whether or not they are fulfilling their duties. The results of the evaluations will be reviewed by the Chairman of the Board, who will make recommendations as needed based upon results. A Copy of the Self-Assessment of Trustees can be found in the Board Manual.

Assessment of the Executive Administration

The college President and the Vice Presidents are considered to be the Executive Administration of the college. The President serves as CEO of the institution and is

Assessment of Units

In order to create a comprehensive assessment of the institution, each academic program, along with each non-instructional unit (department), has developed individualized assessment plans to evaluate and improve the effectiveness of its function. Each unit's goals are mapped to The Crown College of the Bible's mission statement and institutional objectives.

An assessment plan template will be used by each unit and will include the following information (See blank template in Appendix A):

- Unit mission statement
- Goals that are consistent with Crown College of the Bible's mission statement and institutional objectives
- Outcomes that are specific and measurable
- Assessment methods and procedures (direct and indirect)
- Criteria for success that identify the standard to be met which will indicate whether or not the intended outcome has been achieved
- Assessment results from the stated methods
- Planned improvements based on assessment results

These are the following non-instructional units (departments) of the college to be assessed using the Unit Assessment Plan:

- Student Services (including dining, dormitories, IT services, activities, etc.)
- Registrar's Office
- Admissions
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Assessment Measures

These include but are not limited to the following:

- Student services surveys
- Student course evaluations
- Faculty-staff surveys
- Institutional research data
- Graduate data
- Audited financial statements
- Enrollment reports
- Facility reports
- Entering student surveys
- Unit departmental/divisional assessment tools

Persons Responsible

The Student Development Survey and other external assessment measures are administered and compiled by the Director of Assessment. The majority of internal assessment measures are administered and compiled by the heads of the individual units. A summary of assessment results and actions is forwarded to the IE Committee for review by the head of each unit.

Timeline

Units will implement yearly assessment plans based upon the identified timelines within each unit's plan. The results will be summarized and submitted to the Director of Assessment by the end of May each year.

Analysis, Actions, and Closing the Loop

Individual units schedule assessment conversations within their own department/unit. They meet to review, share, and analyze assessment data.

The activities include a review of the unit assessment plan:

- Is the assessment data adequate to determine if the outcome has been achieved?
- If not, what other assessment measures or tools would be useful?
- Are any modifications to the assessment measures or criteria for success recommended?
- Are resource allocations needed to achieve intended outcomes?
- To what degree are the unit's outcomes being achieved?
- If the data indicates that the intended outcome has not been achieved, what actions can/should be taken?

A Unit Summary Report of assessment results and actions is forwarded to the unit directors and Vice Presidents as part of the annual report process, as well as to the IE Committee for review. A template of The Unit Summary Report may be found in Appendix B.

Plan and Results Location

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Analysis, Actions, and Closing the Loop

The faculty committee will meet to examine and analyze the program assessment data.

An analysis of and conversation about the program assessment data includes the following questions:

- To what extent do course evaluations and other assessment tools indicate that students are learning?
- Are their sufficient faculty to meet the program goals?
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In order to ensure that students are receiving the best education possible, periodic faculty evaluations will be conducted. These evaluations will take the following forms:

- Evaluation by administration
- Evaluation by students
- Self-evaluation by faculty member

Evaluation by Administration

Assigned members of the administration will ensure that faculty members display a thorough mastery of their subject matters, employ proper teaching methods in the classroom, and foster appropriate student-teacher relationships.

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During in-service at the beginning of each semester, faculty members will provide information on the progress of t.1 (lo) C

Evaluation by Students

At the end of each semester, students will complete the Course Evaluation Survey for each course in which they were enrolled. As part of the survey, the students will evaluate the faculty member's performance as the teacher of that course. Results will be filed in the office of the Vice President of Administration and used in annual faculty evaluations by administrators.

Self-Evaluation by Faculty Member

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The major Crown College of the Bible publications include the following:

- Crown College of the Bible Catalog
- Faculty Handbook
- Student Handbook
- Academic Handbook
- Policy and Procedures Manual

Reviews will be limited to the clarification and modification of items at the policy and procedure level. Substantive changes that may affect the statement of faith, mission, objectives and/or philosophy of the college may not be made to these items through this review. Any substantive changes must obtain the approval from the Board of Trustees before being implemented.

The above publications are viewed as vital to setting forth the purpose, goals, and methods for achieving the college’s student learning goal and objectives. In addition, these publications set forth the college’s policies and standards of performance for its student population and faculty, and they expose its operating policies and procedures. For these reasons the college views ongoing review of its publications, including its review of its Mission Statement, Educational Philosophy, Purpose and Objectives, and Biblical Foundation Statement as a critical element in the advancement of its programs, as well as in the maintenance of the public’s trust.

On-going Assessment Pr

Appendix B

Unit Summary Report

a. Name of Program / Unit

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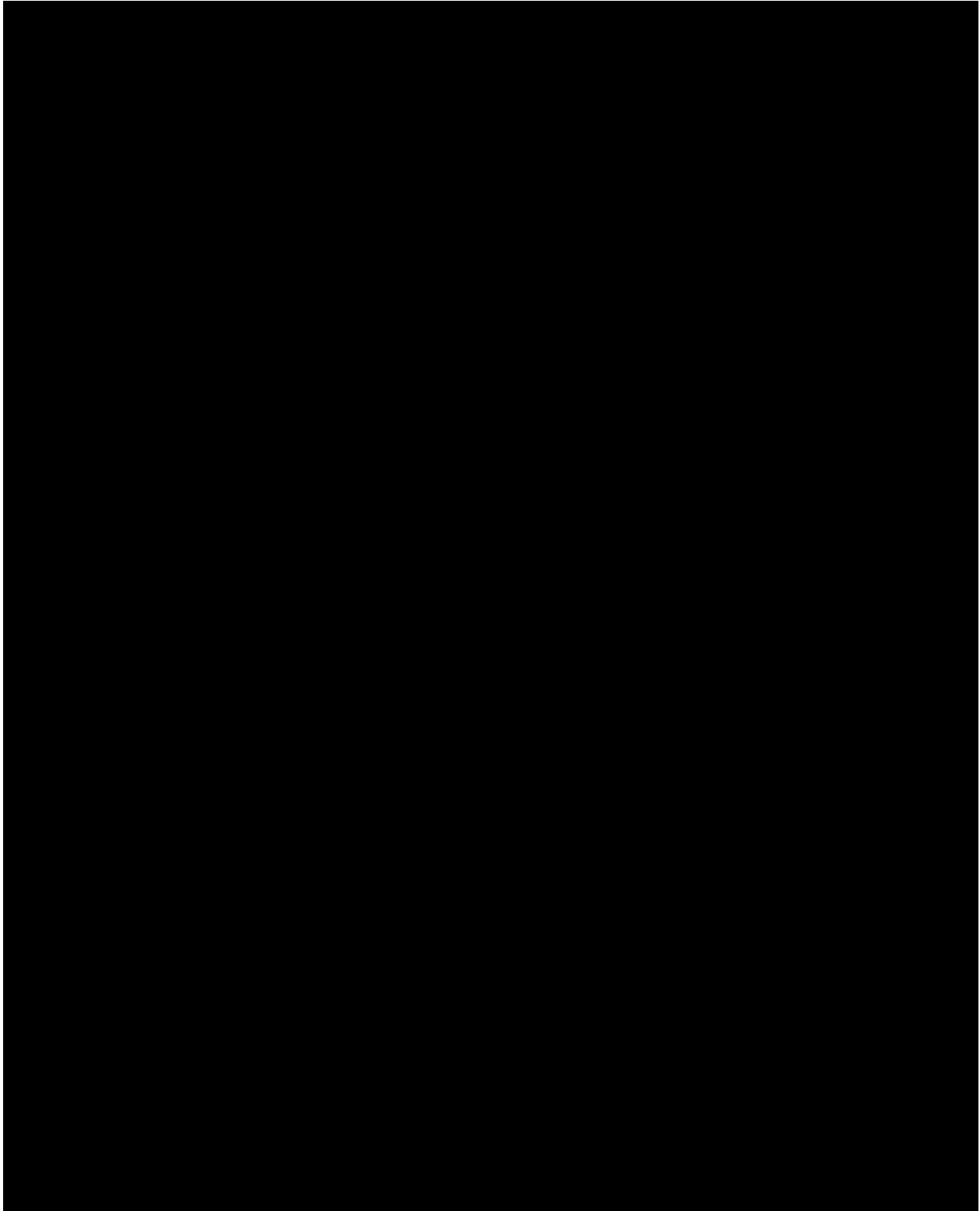
6. Who will you share these results with?

7. What has been learned from this assessment that could be helpful for the next assessment of this program / unit?

Please add additional pages and information if needed.

Appendix C

Major Program Review – Curriculum Map



Appendix D

Mid-Cycle Post Report Template

Submit to the Director of Assessment no later than two years following the Major Program Review.

a. Name of Major/Program	
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b. Date	c. Year of Previous Program Review
!	!
d. Person(s) Reporting	e. Email
!	!
f. In the previous review, the following findings/recommendations were noted: <i>(List findings and/or recommendations from previous Major Program Review)</i>	

Please provide a written response to all five questions.

1. What progress has been made in implementing the recommendations in the years since your last review?
2. What anticipated or unanticipated factors have helped you to implement the recommendations or served as a detriment?

3. Have modifications based on the recommendations been assessed? What were the results of the assessments? If not, how do you plan on assessing the modifications?

4. Please provide a broad outline of your plan and timeline as you continue
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Appendix G

Major Program Review Summary Report Template

a. Name of Program	
b. Year of Previous Assessment	c. Year of Current Assessment

6. What has been learned from this assessment that could be helpful for the next assessment of student learning in this major?

Please add additional pages and information if needed.