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CROWN COLLEGE

O F T H E B I B L E

Institutional Assessment Plan

2021-2022 Edition

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Introduction

This document outlines the Institution Assessment Plan of The Crown College of the Bible towards the goal of following its mission and achieving both administrative and educational objectives. This process will ensure that student learning and development is measured and enhanced on a regular, continuous basis. Included in this plan are efforts being undertaken to assess and improve the following:

- Academic and Administrative Units/Divisions of the College
- Degree Programs (through a Major Program Review)
- The Institutional Assessment Plan
- Faculty

History of the College

The Crown College of the Bible was established in 1991 for the purpose of training men and women to be true followers of the Lord Jesus Christ. Its Founder is Dr. Clarence Sexton who was led of God to institute a college centered on the Word of God and functioning to equip believers to fulfill God's call on their lives. Dr. Sexton made preparation for thirteen years and then began the college in the fall of 1991 under the influence of the Temple Baptist Church in Powell, Tennessee. The college has grown from an initial enrollment of just over 60 students to now having over 4,000 alumni and a wide influence in hundreds of churches across America and around the world. In compliance with state regulations, the college has earned and maintained authorization by the Tennessee Higher Education Commission since its inception. In November 2016, the college became a fully accredited member of the Transnational Association of Christian College and Schools (TRACS). Crown offers various certificate, associate, and bachelor's degrees along with a number of master's degrees. The main fields of study include ministry, education, business, and science. The main campus is located in Powell, Tennessee, and includes a 200,000 sq. ft. educational facility along with dormitories and recreational areas. A separate teaching site is located in the United Kingdom in central England, where select students may spend one semester of study.

Mission Statement

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.

Institutional Objectives

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 to train others in the things they have received.

Mission of the Office of Institutional Effectiveness

The mission of the Office of Institutional Effectiveness at The Crown College of the Bible is to aid the administration, staff, and faculty in the ongoing process of ensuring that the mission and objectives of the institution are fulfilled by gathering data about the function of both academic and non-academic elements of the school, by analyzing that data, and by closing the loop as research-based suggestions are made for improvement.

Objectives of the Office of Institutional Effectiveness

The Office of Institutional Effectiveness supports The Crown College of the Bible administration, staff, faculty, and students by...

- Conducting ongoing, yearly analysis of the performance of academic and non-academic divisions/units of the institution and recommending improvements.
- Regularly assessing academic programs to ensure that they align with the institution's mission statement, vision, and objectives.
- Providing leaders with the tools necessary for them to accurately measure the function of their respective divisions.
- Measuring student attitudes toward and satisfaction levels with the institution's provided services and recommending changes to bring about improvement.
- Providing accurate, documented information regarding the institution's continuing improvement as assessment data is used to make changes in the strategic plan.

Purpose and Rationale of the Institutional Assessment Plan

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** – Assessment activities show a clearer picture of what is really happening as the College moves to provide effective programs and services geared to enhance student learning and development while achieving administrative and program objectives.
- **To demonstrate** – Assessment activities provide evidence to demonstrate to what extent programs and units are accomplishing their stated missions and objectives and areas which need further review, revision, and improvement.

Participants in Assessment

Assessment is not a process that is allocated to a single person or a single department. As all facets of the institution must be assessed, every faculty member or staff member may be expected to contribute to the process of assessment, whether through data collection, analysis, preparing of reports, etc. Measuring the institution's health and

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 **action plans** for the previous year must be completed and submitted no later than the last day of May.

Deans/directors of academic programs are responsible to ensure that faculty have completed assessment reports for their areas of responsibility. Reports must be completed and submitted by the designated date to the Director of Assessment's office. Data is reviewed and feedback provided to the deans by the Director of Assessment and/or Academic Dean.

Sustainability of the Institutional Assessment Plan

The Institutional Effectiveness Committee serves to develop, support, monitor, and sustain the Institutional Assessment Plan at The Crown College of the Bible. The IE Committee consists of administrators and staff members from several core areas of the College, including the following:

- Director of Assessment
- Dean of Men / Dean of Women
- Academic Dean
- Deans of each academic department
- Chief Financial Officer
- Vice Presidents

The IE Committee will convene at least once every calendar year (July/August) and exists to meet the following goals to sustain the IAP:

- Collect, analyze, and share institution-wide data that is used for continued institutional improvements, as well as providing evidence of how the College is fulfilling its mission and achieving its strategic goals.
- Recommend new assessment procedures and measurement tools.
- Continually research institutional effectiveness to remain current with the best practices in assessment, analysis, and use of results.
- Maintain and edit the Institutional Assessment Plan.

Assessment of Administration**Assessment 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

reviewed annually by the Board. Each Board Member completes the form, *Assessment of the Chief Executive Officer*. A template of this form can be found in the Board Manual. This process occurs at the spring Board meeting each year. The forms are collected and reviewed by the President, and then they are filed in the Office of Institutional Effectiveness.

The Vice Presidents are review annually by means of a two-fold process:

- 1) An evaluation of each administrator is submitted by faculty and staff members who serve under that administrator's authority or supervision.
- 2) The President then receives these evaluations to summarize the results. He may choose to include his own written evaluation, as well as hold interviews with the administrators.

The reviews of the Vice Presidents are conducted in May at the conclusion of each school year. The resulting evaluations are filed in the Office of Institutional Effectiveness.

Unit Assessment Plan**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
- Facilities
- Finance

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

The Unit Assessment Plans and Unit Summary Reports are available in the Director of Assessment's office.

Major Program Review Assessment Plan

All major program areas at The Crown College of the Bible will undertake a comprehensive assessment every three to five years. The major program areas are referred to as The School of Ministry, The School of Business, The School of Education, The School of Science & Healthcare, Crown Graduate School, and Crown Seminary. The assessment of each major program area is structured in the form of a self-study. A template for this program review self-study is found in Appendix A.

The self-study includes background information on the program, as well as explanations of data, analysis, and recommendations for improvement. Requirements for the Major Program Review include the following:

- Programs should complete one cycle of assessment every three to five years.
- Programs should include measures of student learning outcomes in their plans.
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time.
- Programs should analyze enrollment data, such as retention and completion rates, enrollment numbers, comparability with other schools, and so on.
- Programs should complete an analysis of the program curriculum to verify that it meets the mission and objectives of the institution, and the mission and objectives of the program. A curriculum map will be maintained for each program. A template for this curriculum map is found in Appendix C.

Assessment Measures

- Course assessment results
- Program graduate survey results
- Program persistence / retention rates
- Student opinion surveys
- Full-time and Part-time faculty teaching in the program
- Facilities available for program courses

- Support services for program courses
- Employers' survey results or employer feedback
- Internship / practicum evaluation reports
- Evaluation of student portfolios or capstone projects
- Graduating senior survey

Mid-Cycle Post Report

A mid-cycle post report documents what progress has been made in implementing the changes recommended during the Program Review. See Appendix D.

Persons Responsible

Major Program Reviews are conducted by a committee of faculty who teach core courses in the program. The dean of the program is responsible for informing the faculty committee of the program review schedule. The program review schedule is maintained by Director of Assessment.

The mid-cycle post report is also completed by those faculty members who originally completed the Major Program Review. The documented mid-cycle report is collected by the dean of the program, shared with the Academic Dean, and kept by the Director of Assessment.

Time Line

The Major Program Reviews are completed once every three to five years, according to an assessment schedule. The Major Program Review schedule is located in Appendix E. An annual timeline for the Major Program Review is outlined in Appendix F.

Upon completion of the Major Program Review self-study, the committee will complete a Major Program Summary Report. This report will be forwarded to the Deans and VPs, as well as to the IE Committee for review. The Major Program Review Summary Report Template may be found in Appendix G.

The Mid-Cycle Report is collected annually, on a rotating basis, from those Programs that completed their program review one to two years prior.

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 there sufficient faculty to meet the program goals?
- Is the teaching and learning environment sufficient to meet program goals?
- Are the college support services adequately meeting the program goals?
- Are any of the results troubling or surprising?
- If so, what do you think is the cause?
- What information would help determine the degree to which SLOs are being achieved?
- What information/modifications would help the program meet its goals?
- Would additional assessment tools be useful? If so, what?
- What changes would help students achieve the Program Learning Outcomes (PLOs)

The assessment analysis and recommendations are documented in a self-study report. A summary of assessment results and actions is provided to the dean, the Academic Dean, the Vice Presidents, and the IE Committee for review and consideration of budgetary resources, if needed.

The Mid-Cycle Report reviews the following information:

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

- 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?
- Please provide a broad outline of your plan and timeline as you continue working to implement and refine your self-study recommendations.
- What other modification and/or actions have been taken since your last review?

This Mid-Cycle Report is reviewed by the deans along with the Academic Dean and Vice Presidents, as necessary. A written response is documented, shared with faculty of the program, and filed with the final review paperwork.

Plan and Results Location

The Major Program Review reports, including the Summary Report, the Self-Study Report, and the Mid-Cycle Report are available in the office of the Director of Assessment.

Program Assessment Flow Cycle

1. Develop/modify goals & outcomes
2. Measure goals & outcomes
3. Analyze the data & share results
4. Make modifications to program curriculum and/or courses

Faculty Evaluations

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.

Subject Matter

During in-service at the beginning of each semester, faculty members will provide copies of their syllabi to the deans responsible for their respective courses. The dean will review the goals and objectives, course requirements, and general form of each syllabus and must approve the syllabus prior to the course start date.

Administration will also have access to view all current courses on the online Learning Management System (LMS) and will frequently review the courses within their school to verify that they are following established norms of content and format, and that they provide sufficiently clear instructions to students.

Faculty Evaluations

An administrator will complete an annual evaluation for each faculty member. The evaluation includes a summary of student course evaluations, input and review from the faculty member himself/herself, as well as an in-class observation evaluation, as deemed necessary by the administrator. After the administrator and faculty member discuss the evaluation and note plans for improvement, the form will be placed in the teacher's file.

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

At the end of each school year, faculty members will complete a faculty self-evaluation as a part of their annual evaluation. They will be asked to record their strengths and weaknesses and to make plans for how they will improve their performance in the following year. Results will be kept in the faculty member's file.

Assessment of Major Publications and Institutional Policies

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 Plan

The college conducts on-going and annualized reviews of each of the above publications, including revisions where such has been warranted. Participants in such reviews have included the Vice President of Administration, Academic Dean, Vice President of Student Services, Chief Financial Officer, Dean of Men and Dean of Women, and the deans of the Major Program Areas. Formal and informal inputs from faculty and student surveys are also utilized in the identification of key areas for review and revisions.

Assessment Strategy and Instrumentation

The following questions will be considered in the college's assessment of its major publications and institutional policies:

1. Are publications organized in such a way that answers to questions are easily located?
2. Are answers to policy, financial, and other questions clearly articulated?
3. Do the publications include the name and location of persons who may be contacted for clarification of questions regarding the college policies and procedures?
4. Do the publications accurately reflect the tone and/or environment of the college and the activity or policy reported?
5. Does the college provide a forum for open discussion of its policies and procedures, should such be warranted?
6. Are all items and information included as required by TRACS operational standards?
7. Have the major publications been edited for correct grammar and spelling?

Review Calendar

Annual review of each of the above publications will be initiated in May of each calendar year. Completion of such reviews will be achieved no later than the end of June. Recommendations for changes are collected from the participants and reviewed by the Vice Presidents, who approve the changes to be made to the publications.

Appendix A***Major Program Assessment Plan Template***

The Crown College of the Bible Unit Assessment Plan				
Administrative Unit: [program name] ...				
Unit Head: <i>Name:</i> [Unit Head Name] <i>Phone:</i> [Phone Number] <i>Email Address:</i> [Email Address]				
Date Submitted: [Date submitted]				
Mission Statement: The mission of [program name] is to ...				
Goals	Desired Outcomes	Assessment Methods and Procedures	Results	Planned Improvements Based on Assessment Results
1.	A. Students will ... B. Students will ...	A. B.	A. B.	A. B.
2.	A. Students will ... B. Students will ...	A. B.	A. B.	A. B.
3.	A. Students will ... B. Students will ...	A. B.	A. B.	A. B.

Appendix B***Unit Summary Report***

a. Name of Program / Unit	
b. Year of Previous Assessment	c. Year of Current Assessment
d. Campus Contact Name	e. Email

1. Improvements made as a result of the previous assessment of this program/unit:	
2. Intended outcomes for this program / unit:	3. Measures used to assess these intended outcomes:
4. Major findings of this assessment:	5. Action to be taken to address these specific assessment findings:

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

LEARNING OUTCOME (SLOs)	COURSE NUMBER

CROWN COLLEGE OF THE BIBLE

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	
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 working to implement and refine your self-study recommendations?

5. What other modifications and/or actions have been taken since your last review?

Appendix E
Major Program Review – Upcoming Schedule

2021-2022		
	<i>School of Education</i>	B.S. Elementary Education
	<i>School of Education</i>	B.S. Secondary Education
	<i>School of Ministry</i>	B.B.S. Pastoral Ministry
2022-2023		
	<i>School of Ministry</i>	B.B.S. Missions
	<i>School of Ministry</i>	B.B.S. Music Ministry
	<i>Crown Seminary</i>	M.Min./M.B.S./M.Div.
2023-2024		
	<i>School of Business</i>	B.S. Small Business
	<i>School of Business</i>	A.B.S. Office Management
	<i>School of Ministry</i>	Foundation for Christian Life Cert.
	<i>School of Science/Healthcare</i>	Associate of Science
2024-2025		
	<i>Crown Graduate School</i>	M.Ed.
	<i>School of Ministry</i>	B.B.S. Local Church Leadership
	<i>School of Education</i>	A.S. Early Childhood Education

Appendix F***Major Program Review Timeline*****Fall**

- Identify faculty to write the program self-study using the Major Program Review Self-Study Template.
- Request assessment information required and meet with the Director of Assessment.
- Identify potential/necessary reviewers.

January

- Finish self-study and gather information together.
- Submit the Major Program Review to the Academic Dean for review before the document is sent to the reviewers.
- Secure two reviewers to review self-study.

February

- Send self-study to the reviewers with the Major Program Review Evaluation Rubric and make arrangements to visit facilities if necessary.

March 15th

- Reviewers turn in report on program self-study

April 15th

- Faculty respond by writing goals and objectives to address program weaknesses cited by reviewers and send to IE Committee.

Faculty fill out Major Program Review Summary Report and submit to the Academic Dean, Vice Presidents, and Director of Assessment.

Appendix G***Major Program Review Summary Report Template***

a. Name of Program	
b. Year of Previous Assessment	c. Year of Current Assessment
d. Campus Contact Name	e. Email

1. Program improvements made as a result of the previous assessment of this major:	
2. Major learning outcomes for this program:	3. Measures used to assess these learning outcomes:
4. Major findings of this assessment related to student learning:	5. Action to be taken to address these specific assessment findings:

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.