

SOUTHERN EVANGELICAL SEMINARY

INSTITUTIONAL ASSESSMENT PLAN 2016

Revised March, 2016

“The Scripture Cannot Be Broken” John 10:35.



Institutional Assessment Plan
SOUTHERN EVANGELICAL SEMINARY 2016

I. Purpose of the Assessment Plan

This assessment plan is designed to meet the following principles of accreditation:

- 19.1 Institution has developed and implemented a comprehensive Assessment Plan which includes all aspects of the institution.
- 20.5 Assessment data and subsequent new goals are utilized to implement changes.

II. Mission and Purpose Statement of Southern Evangelical Seminary

The mission of Southern Evangelical Seminary is to train men and women, based on the inerrant and infallible written Word of God, for the evangelization of the world and defense of the historic Christian Faith.

It is the purpose of Southern Evangelical Seminary to develop competent Christian leadership and service through quality graduate programs. Central to this purpose is the provision of a biblical basis and an academic understanding of our commitment to Christ. This education will enable the learner to fulfill his or her personal and professional goals as a Christian leader and as an active citizen in the society in which we live. The infallibility and inerrancy of the Scriptures, the importance of the Church, and the ability to communicate and defend the Christian Faith are fundamental elements to this purpose.

III. Institutional Objectives

- 1 To increase the student's understanding of the Bible and of the doctrines of the historic Christian faith
- 2. To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith
- 3. To help the student develop a Christian worldview that recognizes all truth as God's truth
- 4. To increase the student's ability to understand and evaluate contemporary theological and moral issues from a biblical perspective
- 5. To help the student mature in relationship with God by Bible study, prayer, and worship
- 6. To increase the student's awareness of and involvement in evangelism and world missions
- 7. To help train students for church-related, counter-cult, and apologetic ministry

IV. History of Southern Evangelical Seminary

Southern Evangelical Seminary was co-founded in 1992 by Ross Rhoads, former evangelist and then Pastor of Calvary Church in Charlotte, NC, and Norman Geisler, long-time Seminary professor and apologist. Pastor Rhoads' burden for evangelism and Professor Geisler's concern to defend the historic Christian Faith combined in the two-fold vision of the seminary to evangelize the world and to defend the historic Christian Faith. Southern Evangelical Seminary was officially incorporated in the State of North Carolina on January 6, 1992.

A feasibility study prepared by Dr. Geisler was presented to and approved by the Calvary Elders on February 24, 1992. The agreement with the church included the acceptance of its doctrinal statement and involved a fraternal and supportive relationship between the two organizations. However, both entities agreed to remain legally and economically independent and autonomous. Ross Rhoads was appointed as the first President of the Seminary and Norman Geisler was the first Dean.

By May 4, 1992 Southern Evangelical Seminary had obtained permission from the State of North Carolina to offer a Seminary program with degrees, as provided for under North Carolina General Statutes Section (G.S.) 116-15 (d). Preparation began to develop a faculty, catalog, and library and the first classes began in September of 1992. The Seminary grew rapidly, attracting students from all over the United States and several other countries; from the beginning it attracted national attention by its unique program in evangelism and classical apologetics.

In 1995 the first graduate received his degree. By late summer of 1997 the Seminary moved to McKee Road in Charlotte to property graciously provided by McKee Road Baptist Church.

In 1999 Dr. Norman Geisler was appointed President of the Seminary. Also in 1999, Southern Evangelical Seminary was accepted as a member organization of the Evangelical Council for Financial Accountability (ECFA), certifying that it has met all standards of financial integrity and Christian ethics.

On March 2, 2001 Southern Evangelical Seminary was granted accreditation by the Transnational Association of Christian Colleges and Schools (TRACS), a national accrediting association recognized by the United States government. That same year the Seminary started the Doctor of Ministry Program.

In 2003 Southern Evangelical Seminary completed the building of its own 23,000 square foot facility on a ten and one-half acre lot located at 3000 Tilley Morris Road, Matthews, NC. By the fall of 2004 Southern Evangelical Bible College was established to offer students the opportunity to complete an undergraduate degree.

The following Assessment Plan developed by the faculty and staff of Southern Evangelical Seminary covers the procedure for Policy Evaluation, Policy for the Evaluation and Revision of all Publications, and Assessment of the Institution, Academics, Business and Administration.

In 2006 apologist and evangelist Alex McFarland was inaugurated as president of Southern Evangelical Seminary.

The Doctor of Philosophy (Ph.D.) degree was approved by TRACS in 2007.

In the spring of 2008, a 25,000 square foot facility was added, which doubled the library, and provided more classroom space for students in the growing residency program. The new building also houses a radio station and a state of the art studio for recording.

In the spring of 2010 the Graduate School of Ministry and Missions was approved to offer the Master of Theology (Th.M.) as a four year academic degree.

In the summer of 2013 Dr. Richard D. Land was appointed the fourth president of SES.

V. Areas of Assessment

Southern Evangelical Seminary identifies the following areas which this plan is designed to assess:

- **Administrative Assessment and Planning**
- **Academics**
- **Student Learning & Services/Experience**

VI. Assessment Process

The assessment schedule identifies the semesters selected to conduct the assessments. The methods used includes surveys or inventories, rubrics, accreditation reports, student course evaluations, administrative/faculty/staff performance evaluations, enrollment data and financial audit data. The data is collected and analyzed. Recommendations are formulated for some areas using the following action plan:

Department/Area	Suggestions	Person/Group Responsible	Documented Change

Administrative Assessment and Planning

- A. The Board evaluates the Institutional Biblical Foundational Statement (Doctrinal Statement), Mission & Purpose Statement, Institutional Objectives & Philosophy of Education by reviewing its distinctiveness, clarity, conciseness, hermeneutic upon which they are based and their inclusion in all major documents of the institution. The Mission & Purpose statements are assessed as superior, above average, average, needs improvement. If needed strategies for improvements are identified.

- B. Each Board conducts a Self-Evaluation, Board Evaluation of Members and Evaluation of the President are assessed as superior, above average, average, needs improvement.
- C. Each administrator and staff member is evaluated by their superior (see Institutional Organizational Chart) annually using the Performance Evaluation Form which is linked to their job description.
- D. The Board reviews, evaluates and approves the Strategic Five Year Plan.

Academics

- A. Each faculty member completes either a Faculty Self Evaluation form and/or Peer -Evaluation form. These forms are turned into the Academic Dean, reviewed and placed in the faculty member file.
- B. The Academic Dean evaluates each contracted full-time faculty member using the Faculty Instructional Evaluation form and the Employee Performance Evaluation form.
- C. Faculty complete a satisfaction survey that is reviewed by the Academic Dean.
- D. The Director of Online education conducts Course Evaluations (end of each course) each semester, compares syllabi, course objects to demonstrate On Campus/Online comparability of programs.
- E. Review of Academic Degree Programs. Each program of study is evaluated using a survey that includes questions about the completion of degree program objectives which constitutes indirect measurement of objectives, enrollment, course offerings, and a comparison with other institutions offering the same/similar degree. Degree programs are reviewed every five years by the academic committee according to the following schedule:

Degree Program	2013	2014	2015	2016	2017
Bachelor of Arts Religious Studies	X				
Marts of Arts in Religion	X				
Master of Arts in Apologetics		X			
Master of Arts in Philosophy		X			
Master of Arts in Biblical Studies				X	
Master of Arts in Church Ministry				X	
Master of Divinity in Apologetics			X		
Master of Divinity in Biblical Studies			X		
Master of Theology			X		
Doctor of Ministry in Apologetics					X
Doctor of Philosophy in Philosophy of Religion					X

All academic and student polices related to academics are approved by the Academic Committee. The Academic Committee is chaired by the Academic Dean (see Faculty Handbook, 20). All policies related to students (non-academic) are approved by the Student Affairs Committee which is Chaired by the Director of Student Development (see Student Handbook, 27f.).

- F. Review of Academic Policies and Publications. All academic and student polices related to academics are approved by the Academic Committee. The Academic Committee is chaired by the Academic Dean (see Faculty Handbook, 20). All policies related to students (non-academic) are approved by the Student Affairs Committee which is Chaired by the Director of Student Development (see Student Handbook, 27f.).The procedure for introducing new or revised policies and publications is as follows: (1) Input is received from faculty, staff, students, or concerned constituents. (2) Information concerning revisions are passed on to the person overseeing the policies and publications. (3) Final approval is granted for revisions by the appropriate person/group. (4) All other publications and any other official

information representing the school must be approved by the President before it is released. (*Faculty & Administrative Handbook*).

Type of Publication	Overseer	Final approval
Academic Catalog	Academic Dean	President/Board of Trustees
Student Handbook	Academic Dean	President/Board of Trustees
Administrative	President	Board of Trustees
Faculty Handbook	Academic Dean	President/Board of Trustees
DMin Handbook	Program Director	Academic Dean
PhD Handbook	Program Director	Academic Dean
Academic Website	Dir. Online Ed.	Academic Dean or
Non-Academic Website/ Social Media	Dir. Online Ed.	Dir. Online Ed. or Dir. Development

- G. Course Syllabi are reviewed using the course syllabus rubric by the Academic Dean to ensure that the required component parts are included.
- H. Each student upon graduation submits a Degree Program Portfolio that contains the institutional and degree program objectives. The student provides a narrative describing their completion of each objectives and when appropriate proved documentation. These are reviewed and scored according to the rubric by the faculty advisor. The rubric is turned into the Director of Institutional effectiveness and a tally of the scores are included in the Strategic Five Year Plan to be reviewed and approved by the Board. This constitutes a direct measurement of student learning.
- I. Field Experience (FE) is required for some students in certain degree programs. Students participating in FE complete a survey and the results are reviewed and analyzed by the Dean of Students.

Student Learning & Services/Experience

- A. New students complete the Entering Student Inventory (ESI). This assess their experience in general with seminary and specific questions concerning student services, the registrar and the related services they offer.
- B. Existing students complete a Seminary Experience Inventory (SEI). This assess their academic experience, student services and the library.
- C. Graduating students complete a Graduation Student Inventory (GSI). This assess their academic experience, overall impression of SES, Intuitional objectives, and future plans.
- D. Alumni Survey (AS). This assess the last five years of graduates in the areas of basic information/statistics, general impression and satisfaction with SES, Library and Institutional objectives.

The following assessment plan of the institution is used to gain insight, suggestions, corrections and make improvements to the procedures and polices governed by the Academic and Student Affairs Committee.

Southern Evangelical Seminary
Institutional Assessment Plan/Schedule 2016

ADMINISTRATIVE ASSESSMENT and PLANNING Person Responsible: Chief Operating Officer	Fall Sept – Dec	Winter Jan – Mar	Spring Mar-June	Summer June-Aug
Evaluation of Institutional Biblical Foundational Statement (Doctrinal Statement), Mission & Purpose, Institutional Objectives & Philosophy of Education	Board			
Board Member Self-Evaluation, Board Evaluation by Members, Evaluation of the President	Board of Trustee Self-Eval, Board Evaluations, Eval of President			
Staff & Administration			Administrator/Supervisor Evaluation Form	
Strategic Planning	Review/Analysis	Planning		Implementation

ACADEMIC ASSESSMENT Person Responsible: Academic Dean	Fall Sept – Dec	Winter Jan – Mar	Spring Mar-June	Summer June-Aug
Faculty Self and/or Peer -Evaluations	Faculty Self or Peer Eval.			
Dean's Evaluation of Faculty	Faculty Instructional Eval.		Faculty Job Eval.	
Faculty Satisfaction Inventory (FSI)		Faculty Satisfaction Inventory		
Course Evaluations (end of each course) Demonstrate comparability of On Campus/Online education programs	Course Evaluations (Director of Online)	Course Evaluations (Director of Online)	Course Evaluations (Director of Online)	Course Evaluations (Director of Online)
Degree Program Review			Review Programs 2016 (Faculty & Registrar)	

Syllabus Template / Evaluations On Campus/Online comparison	Syllabus Review (Dean)	Syllabus Review (Dean)	Syllabus Review (Dean)	Syllabus Review (Dean)
Portfolio (each Degree Program)			Portfolio Rubric (Faculty Advisor)	
Field Experience				Field Experience Assessment (Dean of Students)

STUDENT LEARNING & EXPERIENCE Person Responsible: Director of IE	Fall Sept – Dec	Winter Jan – Mar	Spring Mar-June	Summer June-Aug
Entering Student Inventory (ESI)	Entering Student Inventory			
Seminary Experience Inventory (SEI)			Seminary Experience Inventory (SEI)	
Graduating Student Inventory (GSI)			Graduating Student Inventory (GSI)	
Alumni Survey (AI)				Alumni Survey (bi-annually)

SOUTHERN EVANGELICAL SEMINARY

Assessment Instruments/Forms

ADMINISTRATIVE ASSESSMENT AND PLANNING

Person Responsible: Chief Operating Officer

Evaluation of Institutional Mission & Purpose

Please evaluate the following parts of the Mission & Purpose statement according the scale provided, Southern Evangelical Seminary . . .

	Superior	Above Average	Average	Needs Improvement
Trains men and women	4	3	2	1
Training is based on the inerrant and infallible written Word of God	4	3	2	1
Training is for the evangelization of the world	4	3	2	1
Training is for the defense of the historic Christian Faith	4	3	2	1
Training develops competent Christian leadership and service through quality graduate programs.	4	3	2	1
Central purpose is a biblical basis and an academic understanding of our commitment to Christ.	4	3	2	1
Enables the learner to fulfill his or her personal and professional goals as a Christian leader and as an active citizen in the society in which we live	4	3	2	1

Please evaluate the following precepts as parts of the Purpose statement according the scale provided, Southern Evangelical Seminary's purpose is carried out in keeping with the following . . .

Although many other texts and reference materials will be used in classes, the final authority will be the Bible which we hold to be God's written revelation of His will and direction for life and service.	4	3	2	1
Courses at Southern Evangelical Seminary lead to various graduate degrees with majors in Church Ministry, Apologetics and Counter-cult Ministry, and related subjects.	4	3	2	1

Provides for persons desiring this type of training but not qualifying for the graduate degrees through certificates in the appropriate fields which may be granted upon the completion of the prescribed study programs.	4	3	2	1
Since various ministries of the Church include both men and women, Southern Evangelical Seminary encourages both to prepare for Christian service.	4	3	2	1
Its program is implemented in relationship to the local church.	4	3	2	1
Students are encouraged to work with local churches.	4	3	2	1
A field experience program is provided for those preparing for church-related ministries.	4	3	2	1
Since students will minister in a complex and changing world, Southern Evangelical Seminary endeavors to relate instruction to contemporary society.	4	3	2	1

Board Evaluation by Members

Please evaluate the Board according the following scale.

Superior

Above Average

Average

Needs Improvement

	Superior	Above Average	Average	Needs Improvement
Daily prayers for Southern Evangelical Seminary	4	3	2	1
Regular attendance at board meetings	4	3	2	1
Participation in the annual evaluation of the President	4	3	2	1
Recommending students to the Seminary and promoting it	4	3	2	1
Efficiency and effectiveness of board meetings	4	3	2	1
Effectiveness of the executive committee	4	3	2	1
Financial Support of Southern Evangelical Seminary	4	3	2	1
Familiarity with and support of Board Handbook	4	3	2	1
Personal relationship with the administration, faculty, and students	4	3	2	1
Support for CEO of the Seminary	4	3	2	1
Careful reading of material submitted by the Administration	4	3	2	1
Familiarity with the Five Year Plan	4	3	2	1

Board Member Self-Evaluation

Please evaluate yourself according the following scale.

Superior

Above Average

Average

Needs Improvement

	Superior	Above Average	Average	Needs Improvement
Daily prayers for Southern Evangelical Seminary	4	3	2	1
Regular attendance at board meetings	4	3	2	1
Participation in the annual evaluation of the President	4	3	2	1
Recommending students to the Seminary and promoting it	4	3	2	1
Efficiency and effectiveness of board meetings	4	3	2	1
Effectiveness of the executive committee	4	3	2	1
Financial Support of Southern Evangelical Seminary	4	3	2	1
Familiarity with and support of Board Handbook	4	3	2	1
Personal relationship with the administration, faculty, and students	4	3	2	1
Support for CEO of the Seminary	4	3	2	1
Careful reading of material submitted by the Administration	4	3	2	1
Familiarity with the Five Year Plan	4	3	2	1

Evaluation of the President

Please evaluate the President according the following scale.

Superior

Above Average

Average

Needs Improvement

	Superior	Above Average	Average	Needs Improvement
Doctrinal orthodoxy	4	3	2	1
Spiritual maturity	4	3	2	1
Moral integrity	4	3	2	1
Fiscal responsibility	4	3	2	1
Vision for the school	4	3	2	1
Commitment to his job	4	3	2	1
Leadership ability	4	3	2	1
Ability to direct his staff	4	3	2	1
Concern for staff members	4	3	2	1
Ability to inspire others	4	3	2	1
Success on the job	4	3	2	1
Execution of Board policies	4	3	2	1
Overall job performance				

**SOUTHERN EVANGELICAL SEMINARY
PERFORMANCE EVALUATION FORM**

Employee		Date	
Position			
Dept.		Review period	Beginning Date
Division			Ending Date
Evaluator (name and title):			

GENERAL INSTRUCTIONS

1. The purpose for this appraisal is (a) to identify the employee's strengths and areas for growth based upon performance within the review period, (b) to give the employee opportunity to discuss performance issues, and (c) to develop a plan that will help the employee improve performance and grow in the position.
2. In preparing for the performance appraisal, review the employee's position description, last performance appraisal form, and notes you have kept throughout the review period.
3. Please complete all the sections thoughtfully, objectively, and accurately.
4. Definition of ratings:
 - 4 = Exceptional:** performance is outstanding. It consistently exceeds requirements.
 - 3 = Commendable:** performance meets and often exceeds requirements.
 - 2 = Satisfactory:** performance is fully acceptable and consistently meets requirements.
 - 1 = Marginal:** performance minimally meets and often falls below requirements. Improvement is needed.
5. Whenever possible, please support your ratings in the "Comments and Examples" column with explanations and actual performance examples.
6. Schedule a specific time for the performance appraisal interview, assuring privacy without interruptions. The length of the meeting should allow for unhurried interaction. Inform the employee well enough in advance so that he/she may prepare.
7. In the performance appraisal interview meeting

- explain the purpose and your agenda,
 - encourage open and honest input from the employee,
 - review performance expectations, goals, accomplishments, shortcomings, obstacles, etc.,
 - jointly plan developmental goals for the coming review period.
8. Encourage the employee to write his/her comments in SECTION VI stating agreements or disagreements (if any) with your assessment. Have the employee sign the completed form.
 9. You sign the form. After discussing the appraisal meeting with your supervisor, obtain his/her signature on the form.
 10. Make a copy for your file and one for the employee to keep.

SECTION I. PRIMARY FUNCTIONS OF POSITION

Using the position description as a reference, condense the duties and responsibilities of this position into six or fewer primary functions. In the numbered spaces provided below, write in the primary functions and assess the employee's performance of these functions.

Duty or Responsibility	Rating	Comments and Examples
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		

SECTION II. GENERAL PERFORMANCE FACTORS

Please assess the employee's general performance according to the factors below.

Performance Factor	Rating	Comments and Examples

Performance Factor	Rating	Comments and Examples
Quantity of work: productive, meets deadlines, schedules, and assignments.		
Quality of work: conscientious, thorough, efficient, accurate, and neat; plans and organizes work. Careful in use of equipment and materials.		
Initiative/dependability: self-starter needing little supervision; creative and resourceful. Seeks to develop skills. Follows instructions.		
Job knowledge/skills: understands principles, techniques, equipment, procedures, etc. Demonstrates skills essential to position. Makes good work-related decisions. Learns quickly.		
Adaptability/flexibility: adjusts to change; maintains performance under pressure.		
Working relationships: courteous, tactful, cooperative, kind, helpful, etc. in dealing with supervisor, coworkers, subordinates, students, and public.		
Communications: expresses ideas/thoughts well to individuals and to groups, both orally and in writing.		
Complies with policies: follows Seminary policies and procedures.		
Decision-making/problem solving/judgment: identifies problems and secures relevant information for solving problems. Seeks ideas of others. Evaluates alternatives and identifies creative solutions. Weighs actions in advance. Makes decisions within appropriate time frame.		
Agreement with SES's doctrinal statement:		
Commitment to SES's mission and purpose: supports the mission of SES training students to evangelize the world and defend the historic Christian faith; promotes SES's ministries (Seminary, TEAM, etc); encourages students to attend our schools.		
Promotes SES's team culture: advances unity and cooperation among colleagues, departments, and divisions;		

Performance Factor	Rating	Comments and Examples
appropriately expresses opinions; supports and follows through with decisions once they are made.		
Attends required activities: required meetings and events, as prescribed in the <i>Faculty/Administration Handbook</i> .		
Complete the next three factors in this table if the employee being assessed is a supervisor, department head, or administrator. Complete only those items that are applicable.		
Leadership/management skills: effectively plans the work of others; establishes priorities and procedures; sets and meets goals; identifies and addresses obstacles. Guides and motivates a group or individual toward task completion. Seeks ideas of others and makes a conscious effort to involve groups and individuals in the decision-making process. Promotes teamwork. Provides a good example for employees to follow.		
Employee development and involvement: recognizes and develops abilities/skills of subordinate(s) in order to meet departmental and institutional objectives. Counsels, coaches, trains, and evaluates subordinate(s) equitably and promptly. Effectively delegates authority and responsibility.		
Budgetary controls/economy: able to forecast and maintain budgetary projections; wisely uses and approves expenditures.		

SECTION III. DEVELOPMENTAL GOALS

A. Achievement of Goals for this Review Period (Identify goals and explain level of achievement.)

B. Establish Goals for the Next Review Period (List goals and target dates.)

SECTION IV. OVERALL PERFORMANCE SUMMARY COMMENTS AND RATING

A. Summary Comments (Give a statement of the employee's overall performance. Identify employee's primary strengths and weaknesses.)

B. Overall Rating (Based on the comments above and the ratings for each area appraised, put an **X** in the box below the rating that best represents the employee's overall performance. If you desire, you may record a specific number instead, e.g., 3.7).

Exceptional 4	Commendable 3	Satisfactory 2	Marginal 1

SECTION V. EMPLOYEE'S RESPONSE

The employee may make his/her comments in the space below.

SECTION VI. SIGNATURES REQUIRED

Employee's signature:	Date:
<i>(Note: employee's signature does not necessarily indicate agreement with this appraisal in whole or in part, but confirms that the contents of it have been reviewed and discussed with the employee.)</i>	
Evaluator's signature:	Date:
Date:	

ACADEMIC ASSESSMENT
Person Responsible: Academic Dean

Faculty Self-Evaluation

SOUTHERN EVANGELICAL SEMINARY
FACULTY SELF-EVALUATION

Name: _____ Date of Evaluation: _____

Tenure in Present Job: _____ Job Title: _____

THIS PERFORMANCE REVIEW HAS BEEN DISCUSSED WITH ME

_____ Date: _____
Signature of Faculty Member

RECENT SCHOLARLY ACTIVITIES

INSTITUTIONAL SERVICE

CHURCH SERVICE/ACTIVITIES

FACULTY MEMBER COMMENTS:

DEAN COMMENTS: _____

THE STAFF PERSON IS TO RECEIVE A COPY OF THE SIGNED REVIEW FORM AND ATTACHMENTS (IF ANY)

APPROVAL: _____ Date: _____

Dean's Signature

How would you rate the following questions according to this scale?

Strongly agree

Agree

Disagree

Strongly disagree

Contributes to the academic and spiritual environment of the seminary through praying at the start of each class, regularly engaging in teaching, speaking, and academic writing and publishing

Follows all procedures contained in the faculty handbook including the absentee procedures, office hour requirements, U.S. copyright laws and syllabus requirements.

Participates in any assigned committee work

Records student attendance and grades in the Seminary's student information system according to the policy stated in the Faculty Handbook

Reports all matters of academic concern to the Academic Dean and spiritual concern to the Dean of Students

Returns all communication received (e.g., email, phone) from students, faculty, and staff during business hours within 24 hours

Reviews potential articles for inclusion in the Christian Apologetics Journal as requested by the Editor-in-Chief

Updates faculty portfolio annually with all required items as specified in the Faculty Handbook

Adheres to the scheduled online and resident class interactive requirements, session times.

Adheres to the SES code of conduct and doctrinal statement as contained in the Faculty Handbook

Advises assigned students, when contacted by the student, concerning their academic program of study on an as needed bases each semester

Attends all faculty workshops or arranges for alternative means of completing the workshop

Performs other related duties as assigned.

Faculty Peer Evaluation

How would you rate the following questions concerning your fellow faculty according to this scale?

Strongly agree

Agree

Disagree

Strongly disagree

Contributes to the academic and spiritual environment of the seminary through praying at the start of each class, regularly engaging in teaching, speaking, and academic writing and publishing

Follows all procedures contained in the faculty handbook including the absentee procedures, office hour requirements, U.S. copyright laws and syllabus requirements.

Participates in any assigned committee work

Records student attendance and grades in the Seminary's student information system according to the policy stated in the Faculty Handbook

Reports all matters of academic concern to the Academic Dean and spiritual concern to the Dean of Students

Returns all communication received (e.g., email, phone) from students, faculty, and staff during business hours within 24 hours

Reviews potential articles for inclusion in the *Christian Apologetics Journal* as requested by the Editor-in-Chief

Updates faculty portfolio annually with all required items as specified in the Faculty Handbook

Adheres to the scheduled online and resident class interactive requirements, session times.

Adheres to the SES code of conduct and doctrinal statement as contained in the Faculty Handbook

Advises assigned students, when contacted by the student, concerning their academic program of study on an as needed bases each semester

FACULTY EVALUATION FORM
ONCAMPUS or ONLINE COURSES

INSTRUCTOR:

SEMESTER:

COURSE AND SECTION NUMBER:

COURSE TITLE:

EVALUATOR'S NAME:

TITLE:

DATE OF VISITATION:

OF STUDENTS:

DIRECTIONS: Every item must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise parenthetical, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Shade the gradated evaluation scale in the most relevant numerical area.

OBSERVED LESSON AND RELEVANCE TO COURSE OUTLINE:

INSTRUCTIONAL TECHNIQUES BEING USED:

Lecture

Class Discussion

Small group activities

Individual Student Assistance

Interactive activity

Internet

Audio/Visual

Web-enhanced

Online

Hybrid

Scale	(S) Strong	(C) Competent	(M) Marginal	(U) Unsatisfactory
	S	C	M	U
GOALS/OBJECTIVES:	10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/>	7 <input type="checkbox"/> 6 <input type="checkbox"/>	5 <input type="checkbox"/> 4 <input type="checkbox"/>	3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>

(Clearly stated verbally or written)

relevant to larger goals; connected to other planned activities

Comments:

Instructor's Name:

Faculty Evaluation Form O Page -2-

Course:

Scale	(S) Strong	(C) Competent	(M) Marginal	(U) Unsatisfactory
	S	C	M	U
ORGANIZATION	10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/>	7 <input type="checkbox"/> 6 <input type="checkbox"/>	5 <input type="checkbox"/> 4 <input type="checkbox"/>	3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>

OF LESSON PLAN:

(Organized progression from each activity to the next)

Comments:

Scale	(S) Strong	(C) Competent	(M) Marginal	(U) Unsatisfactory
	S	C	M	U
RESPONSE TIME:	10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/>	7 <input type="checkbox"/> 6 <input type="checkbox"/>	5 <input type="checkbox"/> 4 <input type="checkbox"/>	3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>

(Punctuality responding to student queries & work)

Comments:

Scale	(S) Strong	(C) Competent	(M) Marginal	(U) Unsatisfactory
	S	C	M	U
USE OF CLASS TIME:	10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/>	7 <input type="checkbox"/> 6 <input type="checkbox"/>	5 <input type="checkbox"/> 4 <input type="checkbox"/>	3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>

(Punctuality and use of class time)

Comments:

Scale (S) Strong (C) Competent (M) Marginal (U) Unsatisfactory

	S			C		M		U		
COURSE	10	9	8	7	6	5	4	3	2	1

MANAGEMENT:

(Control of classroom environment)

Comments:

Instructor's Name:

Faculty Evaluation Form O Page -3-

Course:

Scale (S) Strong (C) Competent (M) Marginal (U) Unsatisfactory

	S			C		M		U		
EXPERTISE	10	9	8	7	6	5	4	3	2	1

OF SUBJECT MATTER:

(Mastery of and currency in subject matter)

Comments:

Scale (S) Strong (C) Competent (M) Marginal (U) Unsatisfactory

S	C	M	U
---	---	---	---

TEACHING

10	9	8	7	6	5	4	3	2	1
----	---	---	---	---	---	---	---	---	---

METHODOLOGIES:

(Mastery of teaching skills and strategies)

Comments:

Scale (S) Strong (C) Competent (M) Marginal (U) Unsatisfactory

PRESENTATION

S			C		M		U		
10	9	8	7	6	5	4	3	2	1

AND DELIVERY:

(Awareness of demeanor, vocabulary and articulation)

Comments:

Scale (S) Strong (C) Competent (M) Marginal (U) Unsatisfactory

STUDENT

S			C		M		U		
10	9	8	7	6	5	4	3	2	1

INVOLVEMENT:

(Evidence of active engagement and participation by students)

Comments:

Instructor's Name:

Faculty Evaluation Form O Page -4-

Course:

Scale (S) Strong (C) Competent (M) Marginal (U) Unsatisfactory

	S			C		M		U		
LEARNING	10	9	8	7	6	5	4	3	2	1

ENVIRONMENT:

(Creates an environment conducive to learning)

Comments:

Scale (S) Strong (C) Competent (M) Marginal (U) Unsatisfactory

	S			C		M		U		
RAPPORT:	10	9	8	7	6	5	4	3	2	1

(Evidence of mutual respect and professionalism)

Comments:

OVERALL CLASS VISITATION SCALE:

Strong Competent Marginal Unsatisfactory

SUMMARY EVALUATION:

Comments:

Evaluator's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Comments (optional):

Instructor's Name:

Faculty Evaluation Form O Page -5-

Course:

Instructor's Signature: _____ **Date:** _____

Instructor's Comments: _____

Faculty Job Evaluation

See Performance Evaluation Form.

Faculty Satisfaction Inventory (FSI)

Please select your faculty Rank

Full Professor

Associate Professor

Assistant Professor

Instructor

No Response

Please select your employment classification:

Tenured full time

Tenured part time

Full time

Part time

Adjunct

Lecturer

No Response

Using the scale indicated, please select the response that best describes you right now.

Strongly agree

Agree

Disagree

Strongly disagree

My work environment at SES is collegial.

I feel a sense of loyalty to SES.

I am kept informed about important faculty matters.

My office is adequate to my needs.

The classrooms where I teach are conducive to learning.

The online course delivery system I teach in is conducive to learning.

I am satisfied with my health benefits.

I am satisfied with my retirement benefits.

I am satisfied with my pay.

The future of SES is important to me.

I am pleased with the Presidential Leadership of SES.

I am pleased with the Board of Trustee Leadership of SES.

The administration of SES values my opinion.

SES is sensitive to the needs of my family.

My teaching assignments match my interests and talents.

SES provides the equipment and materials needed to do my job well.

Moral among faculty is not a problem.

Overall, I am satisfied with my job.

I do not hear much complaining from my colleagues about SES.

The Academic Dean facilitates my work and professional development.

I am not overloaded in my academic work load at SES.

I am not overloaded in my outside non-teaching duties at SES.

Please add any other comments or suggestions regarding your experience at SES.

Course Evaluations

How would you rate the Course according to the following?

Strongly agree

Agree

Disagree

Strongly disagree

Course objectives and requirements clearly stated what should be learned in this course

Course objectives were essentially achieved (i.e., tests and other assignments reflected the materials presented in the course)

The required textbooks were used in course activities

Assignments were challenging and stimulated critical thinking

The workload seemed reasonable for the credit assigned for the course

Graded assignments and tests were returned in a reasonable period of time

Questions on quizzes and examinations tested the knowledge and skills related to the course

Exams, assignments, and projects contributed significantly to my learning the subject and acquiring specified skills

The logistical aspects of the course (resources available, schedule, setting) were well planned

The course design provided adequate opportunity to interact with other students

I was able to make connections between what I learned in this course and other courses taken at SES

This course enabled me to apply theories or concepts to practical problems, my life, and/or ministry

Overall, this course was worth my investment of time and resources

The instructor used various learning methodologies (lecture, visuals, discussion, etc.) in appropriate ways and relevant to the course content

The instructor challenged me to think critically

The instructor demonstrated a thorough knowledge of the course material

The instructor's enthusiasm for the materials helped maintain my interest in the subject

The instructor used class time (or online time) efficiently and effectively

The instructor provided helpful comments on papers and/or examinations

The evaluation of my work was fair and accurate

The instructor was easily accessible for questions and consultation

The instructor responded back to the student in a timely manner (through e-mail, messaging or phone calls)

The instructor provided adequate opportunities for students to ask questions and/or express differing opinions

The instructor helped the students see the relevance of the course material in life (or practical consequences of the material)

The instructor showed a genuine interest in individual students

The instructor served as a positive example of Christian character
I would like to take another course from this instructor

Degree Program Review (Sampel)

Program Review Questions for all SES degree programs: BA, MAR, MA (apologetics, philosophy, church ministry, biblical studies) MDiv (apologetics, biblical studies), ThM, DMin, PhD.

Rate the importance of the following program goals according to the following scale.

Essential

Important

Slightly important

Not Important

GENERAL EDUCATIONAL OBJECTIVES

To increase the student's understanding of the Bible and of the doctrines of the historic Christian faith.

To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith.

To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith.

To help the student develop a Christian worldview that recognizes all truth as God's truth.

To increase the student's ability to understand and evaluate contemporary theological and moral issues from a biblical perspective.

To help the student mature in relationship with God by Bible study, prayer, and worship

To increase the student's awareness of and involvement in evangelism and world missions.

To help train students for church-related, counter-cult, and apologetic ministries.

EDUCATIONAL GOALS To enable students to:

demonstrate a general knowledge of the Old and New Testaments, including a synthetic development of each of sixty-six books of the Bible.

demonstrate a general knowledge of Historical Theology, especially the development of each of the major doctrines from Pentecost to the present.

demonstrate a general knowledge of Systematic Theology, especially in relating the majors biblical doctrines to current cultural and apologetic issues.

Apologetics Major: demonstrate an introductory knowledge of the Biblical Languages, with the ability to use the basic tools necessary for sound Bible Study Methods.

Biblical Studies Major: demonstrate an extensive knowledge of hermeneutical principles and an ability to apply them to the biblical text.

demonstrate an extensive knowledge of hermeneutical principles and an ability to apply them to the biblical text.

demonstrate an extensive knowledge in Apologetics, including the historical and philosophical development of various ideas and how they relate to particular contemporary philosophies, theologies, and ethical dilemmas and decisions.

demonstrate an introductory knowledge and experience in Christian Education and World Missions.
do further graduate work if so desired

SPIRITUAL GOALS To enable students to:

evidence an increasing likeness to Christ as manifested in love for God, love for others, and evidence of the fruit of the Spirit.

develop a deep commitment to reach people from widely variant socioeconomic strata with the Gospel and love of Jesus Christ.

love and serve people in whatever spiritual, moral, or physical condition they meet them and to seek to show them God's love and truth.

develop a growing commitment to the local church, especially in regard to worshipping God and serving His people.

MINISTRY GOALS To enable students to:

communicate the truth of God effectively in an intercultural context, either in a pastoral or non-pastoral position.

communicate the truth of God effectively in an evangelical Christian church ministry, especially in regard to leading and teaching a congregation or other group in growth, maturity, and outreach to the world.

Rate the following courses as to their importance to be included in the program of study according to the following scale.

Essential

Important

Slightly important

Not Important

[LIST ALL REQUIRED COURSES IN DEGREE PROGRAM]

If I could change one thing about the goals in the program of study at Southern Evangelical Seminary, it would be

If I could change one thing about the classes in the program of study at Southern Evangelical Seminary, it would be

If I could change one thing about this degree program of study at Southern Evangelical Seminary, it would be

Syllabus Template / Evaluations

SOUTHERN EVANGELICAL SEMINARY

Course Syllabus Rubric

Course syllabus evaluated: _____

Semester/Year: _____ Professor: _____

Evaluator: _____

	Acceptable (1)	Unacceptable or Not present (0)
Official School Syllabus Template used	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of School Indicated with Logo	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Number of the class	<input type="checkbox"/> Same Number as catalog	<input type="checkbox"/> Different or no title
Title of the class	<input type="checkbox"/> Same title as catalog	<input type="checkbox"/> Different or no title
Role of class in program of study	<input type="checkbox"/> Same title as catalog	<input type="checkbox"/> Different or not present
Credit Hours	<input type="checkbox"/> Same required hours as catalog	<input type="checkbox"/> Lower hours or no hours
Level of class	<input type="checkbox"/> level of instruction indicated	<input type="checkbox"/> Unacceptable level or no level indicated
Description	<input type="checkbox"/> Same description as catalog	<input type="checkbox"/> Different descriptive content or no description
Professor	<input type="checkbox"/> Name specified	<input type="checkbox"/> Not specified
Professor credentials	<input type="checkbox"/> Highest degree indicated	<input type="checkbox"/> Not given/known
Semester and Year	<input type="checkbox"/> Both Indicated	<input type="checkbox"/> Neither or one not specified
Nature of Course	<input type="checkbox"/> Resident or Online education specified	<input type="checkbox"/> Not Specified
Online Course	<input type="checkbox"/> Peer to Peer/Professor interaction specified	<input type="checkbox"/> Not Specified
Objectives	<input type="checkbox"/> Measureable, stated in terms of the student	<input type="checkbox"/> Not present or not measureable or not in terms of student
Required Text books	<input type="checkbox"/> Present	<input type="checkbox"/> Not present
Other suggested readings	<input type="checkbox"/> Present	<input type="checkbox"/> Not present
Bibliography or reference to other Bibliography	<input type="checkbox"/> Present	<input type="checkbox"/> Not present
Readings with due dates	<input type="checkbox"/> Present	<input type="checkbox"/> Not present
Assignments with due dates and estimated work hours	<input type="checkbox"/> Present	<input type="checkbox"/> Not present
Exams with due dates	<input type="checkbox"/> Present	<input type="checkbox"/> Not present
Basis for the grade	<input type="checkbox"/> Present	<input type="checkbox"/> Different Scale or not present
Attendance and plagiarism policies in Student Handbook	<input type="checkbox"/> Present	<input type="checkbox"/> Not present

SCORE / 22

Signature of Evaluator

_____ Date: _____

(SAMPLE)

MASTER OF ARTS APOLOGETICS PORTFOLIO ASSESSMENT

Student's Name _____ ID# _____

Faculty Evaluator _____

Directions: Assess the level of achievement for each objective below by reviewing the portfolio narrative and documentation the student has provided. Record the total and score below.

GENERAL EDUCATIONAL OBJECTIVES	Excellent	Good	Fair	Poor
1. To increase the student's understanding of the Bible and of the doctrines of the historic Christian faith.	4	3	2	1
2. To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith.	4	3	2	1
3. To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith.	4	3	2	1
4. To help the student develop a Christian worldview that recognizes all truth as God's truth.	4	3	2	1
5. To increase the student's ability to understand and evaluate contemporary theological and moral issues from a biblical perspective.	4	3	2	1
6. To help the student mature in relationship with God by Bible study, prayer, and worship	4	3	2	1
7. To increase the student's awareness of and involvement in evangelism and world missions.	4	3	2	1
8. To help train students for church-related, counter-cult, and apologetic ministries.	4	3	2	1
EDUCATIONAL GOALS To enable students to:				
1. demonstrate a general knowledge of the Old and New Testaments, including a synthetic development of each of sixty-six books of the Bible.	4	3	2	1
2. demonstrate a general knowledge of Systematic	4	3	2	1

Theology, especially in relating the major biblical doctrines to current cultural and apologetic issues.				
3. demonstrate an extensive knowledge in Christian Apologetics, including the historical and philosophical development of various ideas and how they relate to particular contemporary philosophies, theologies, and ethical dilemmas and decisions.	4	3	2	1
4. do further graduate work if they so desire.	4	3	2	1
SPIRITUAL GOALS To enable students to:				
1. evidence an increasing likeness to Christ as manifested in love for God, love for others, and evidence of the fruit of the Spirit.	4	3	2	1
2. develop a deep commitment to reach people from widely variant socioeconomic strata with the Gospel and love of Jesus Christ.	4	3	2	1
3. love and serve people in whatever spiritual, moral, or physical condition they meet them and to seek to show them God's love and truth.	4	3	2	1
4. develop a growing commitment to the local church, especially in regard to worshipping God and serving His people.	4	3	2	1
MINISTRY GOALS To enable students to:				
1. communicate the truth of God effectively in an intercultural context, specifically in relationship to counter-cult and apologetic ministries.	4	3	2	1
2. communicate the truth of God effectively in a ministry or academic setting.	4	3	2	1
TOTALS				
SCORE	/ 68			
Advisor/Reviewer Comments:				

Faculty Signature: _____ Date: _____

Field Experience (if applicable)

I have completed _____ number of field experiences for my degree program.

Zero (do not complete this survey)

One

Two

Three

Four

Using the scale indicated, please select the response that best describes how you right now.

Strongly agree

Agree

Disagree

Strongly disagree

Field Experience requirement(s) have caused me to engage in service without regard for acclaim.

Field Experience requirement(s) have caused me to develop personal integrity.

Field Experience requirement(s) have caused me to be a Christian example.

Field Experience requirement(s) have caused me to function responsively to others needs.

Field Experience requirement(s) have caused me to acquire a more Positive approach.

Field Experience requirement(s) have caused me to acknowledge my limitations.

Field Experience requirement(s) have caused me close the gap between profession and practice.

Field Experience requirement(s) have caused me to discover spiritual resources (such as developing spiritual habits, learn patience, deal with disappointment and failure).

Field Experience requirement(s) have caused me to develop skills and learn to use them effectively in ministry

The Field Experience program at SES and SEBC has achieved its purpose of providing students with an opportunity to integrate classroom learning with ministry experiences.

STUDENT LEARNING & EXPERIENCE

Person Responsible: Director of IE

Entering Student Inventory (ESI)

How did you initially learn about SES?

Advertisement-Magazine

Advertisement-Newspaper

Advertisement-Radio

Book

Conference-National Conference on Christian Apologetics

Conference-Other

Internet Search

Internet social network

Referral-Student

Referral-alumni

Referral-faculty/staff

Referral-word of mouth

TEAM

Other

What do you plan to do with your degree when you are finished?

Church Ministry

Para Church Ministry

Personal Enrichment

Further Education

Other

How many miles from the SES campus do you live?

10 or fewer

11-50

51-100

Over 100

How many other schools did you apply to for admissions?

One

Two

- Three
- Four
- Five or more

Was SES your:

- First choice
- Second choice
- Third chose
- Fourth or greater choice

What is the highest academic degree you intend to earn at SES?

- Bachelor's degree
- Master's degree
- Ph.D.
- D.Min.

When classes are in session do you plan to work?

- No, I do not plan to work
- Yes, I work full time (40 hrs per week)
- Yes, I work part-time (less than 35 hrs per week)

How many hours per week do you plan to spend study or doing homework?

- 1-3
- 4-5
- 6-10
- 11-15
- More than 15

Using the scale indicated, please select the response that best describes you right now.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

I am concerned about financing my education at SES.

If SES had federal funding I would apply for it.
I know where to go to get a scholarship application.
I can successfully manage the demands of my chosen degree/major.
I can successfully manage and cope with stress.
I will seek personal counseling.
I will seek marital counseling.
I will use the library to study.
I will use email to communicate with my professor.
I will use a phone to communicate with my professor.
~~I will come to class without completing readings or assignments.~~
~~I will ask questions in class or contribute to class discussions.~~

REGISTRAR

~~I will change my degree/major this year.~~
~~I will transfer to another school.~~
I will consult with my advisor to plan out my courses and schedule.
I will use the school website to find out information.
I know where to find school forms in Populi.
I know where to find my academic record in Populi.
If I wanted to explore my degree requirements I would use the school catalog.
If I wanted to explore my degree requirements I would use my academic advisor.

If I wanted to explore my degree requirements I would speak with a student in my degree program.
Classes can be added or dropped from my schedule through the first week of the semester.
Dropping a class is the same as withdrawing from a class.
If I stop attending a class, the professor will drop me from the class.
If I fail a class required in my degree program I must retake it and pass it.
~~A dropped class, before it starts, will not appear on my transcript.~~

STUDENT SERVICES

I was satisfied with the housing services I acquired from the director of student services.
I was satisfied with the employment services I acquired from the director of student services.
The relocation package I received from the director of student services was helpful.
I would go to the registrar to get my student ID.

I would go to the director of student services to get my official transcript.

~~I would go to the director of student services to get a mailbox assigned to me.~~

I would go to the director of student services to get my photo updated.

I know how to contact the President of the SGA (Student Government Association)

I will attend social events on campus.

I have read the Student Code of Conduct in the Student Handbook

Seminary Experience Inventory (SEI)

Using the scale indicated, please select the response that best describes you right now.

Strongly agree

Agree

Disagree

Strongly disagree

ACADEMIC

Overall I am pleased with my academic experiences at SES.

SES is achieving its mission and purpose.

The administration of SES communicates important student matters to me.

The classrooms where I attend are conducive to my learning.

I am pleased with the faculty of SES.

I am pleased with the administration of SES.

The morale among students is not a problem.

I do not hear many students complain about the administration at SES.

I do not hear many students complain about the faculty at SES.

I feel a sense of loyalty to SES.

I find it easy to register for a class.

I find it easy to drop or add a class to my schedule.

Dropping a class and withdrawing from a class is the same thing.

I find that the classes I need to complete my degree are available when I need them.

I am satisfied with the communication between faculty and students.

I am satisfied with the communication between staff and students.

I am satisfied with the seminaries online course delivery system Moodle.

I can easily find out how much my tuition cost will be for a semester.

STUDENT SERVICES

The social activities of SES meet my developmental needs.

I am aware of socials for families that are held regularly at SES.

The school provides help to students that need to relocate in the Charlotte area.

The school provides help to students that need employment in the Charlotte area.

The school provides information on ministry opportunities in the Charlotte area.

I receive the weekly news bulletins sent out by the director of student services through email.

I know how to update my email and other directory information in Populi.

If I have a prayer request, I should submit it to the director of student services to get it in the seminary prayer chain.

The director of student services sends me information related to volunteering to help out with events at the seminary.

LIBRARY

I am pleased with the services of the library

I find the library's resources to be adequate

Graduating Student Inventory (GSI)

In what semester are you graduating?

Fall

Spring

In general, how would you rate your overall experience at SES?

Excellent

Good

Fair

Poor

Would you recommend SES to a friend considering a seminary program?

Yes, without reservation

Yes, with reservations

Maybe

No, probably not

No, under no circumstances

How would you rate the following?

Excellent

Good

Fair

Poor

Your academic experience

Your social experience

Your spiritual experience

Safety measures on campus

Responsiveness to student academic problems

Student services

Academic advising

Book store services

Library services

To what extent do you agree or disagree with the following statements?

Strongly agree

Agree

Disagree

Strongly disagree

The courses I needed were available

There was a good range of courses

My professors were good teachers

My professors were available for help outside of class

The staff answered questions in a timely manner.

My advisor was helpful

My advisor was knowledgeable

My advisor was available during posted office hours

Advice I received was useful to my educational goals

Advice I received was useful to my career goals.

I could ask a faculty member for a letter of recommendation.

I could ask a faculty member about a career decision

I could ask a faculty member about a personal decision.

How would you rate the preparation SES provided you in each of the following areas? [Institutional Objectives, Catalog, p. 5]]

Strongly agree

Agree

Disagree

Strongly disagree

I increased in my understanding of the Bible and doctrines of the historic Christian faith.

I developed an ability to defend the Bible and the doctrines of the historic Christian faith.

I developed a Christian worldview that recognized all truth as God's truth.

I increased in my ability to understand and evaluate theological issues from a biblical perspective.

I increased in my ability to understand and evaluate moral issues from a biblical perspective.

I matured in my relationship with God through Bible study, prayer and worship.

I increased in my awareness and involvement in evangelism and world missions.

I was trained in the following areas: church-related ministry, counter-cult, and apologetic ministry.

Please rate the quality of each service

Excellent

Good

Fair

Poor

SES Catalog

Registration via student information system on Populi

Drop and Add procedure

Course delivery system on Moodle

How were the majority of your classes taken?

On campus

On line

While attending SES were you usually a fulltime or part time student

Graduate Full time (at least 9 hours per semester)

Graduate Part time (less than 9 hours per semester)

Undergraduate Full time (at least 12 hours per semester)

Undergraduate Part time (less than 12 hours per semester)

How long was your usual commute to the SES campus?

10 min or less

11-20 min.

21-30 min.

31-60 min

Over 60 min.

While taking classes at SES what was your employment status?

Usually not employed

Employed full time (40 or more hours per week)

Employed part time (less than 35 hours per week)

If you intend to pursue further formal study, what is the highest degree you eventually expect to obtain?

- No further study intended
- Second Bachelor's degree
- Certificate of professional license
- Master's degree
- Specialist (J.D., Ed.S. etc.)
- Medical Degree (M.D., D.D.S. etc)
- Doctorate (Ph.D., D.Min., etc.)
- Other

What will you likely be doing after graduation?

- Ministry Employment full time
- Ministry Employment part time
- Non-Ministry Employment full time
- Non-Ministry Employment part time
- Graduate or professional school full time
- Graduate or professional school part time
- Military service
- Starting or raising a family
- Other

I intend to be (or have been) employed by the following ministry(s) or admitted to the following school(s) upon my graduation from SES. (NEW 2013)

Please add any other comments or suggestions regarding your experience at SES.

Alumni Survey

Which degree program were you in?

BA Religious Studies

Diploma Religious Studies

MAR

MA Apologetics

MA Philosophy

MA Biblical Studies

MA Church Ministries

MDiv Apologetics

MDiv Biblical Studies

ThM

DMin

PhD

Certificate Islamic Studies

Certificate Scientific Apologetics

Other

Age range

19-25

26-30

31-40

41-50

51-60

Over 60

Gender

Male

Female

Marital Status

Single

Married

Widowed

Separated

Divorced

How many hours a week were you employed while attending SES?

1-7

8-12

13-19

20-35

40 or more

Not employed

Did you receive financial aid through SES?

Yes

No

How would you rate the following questions according to this scale?

Strongly agree

Agree

Disagree

Strongly disagree

Not Applicable (New 2013)

I am satisfied with the spiritual leadership provided by the Dean.

I am satisfied with the administrative leadership of SES.

The staff has confidence in SES

The faculty has confidence in SES.

The local community has confidence in SES.

The student body has confidence in SES.

The alumni have confidence in SES.

Supportive constituency has confidence in SES.

The public relations program and fund-raising practices of SES are biblical or ethical.

The public relations of SES has improved over the last three years.

Although SES has no affiliation with any denomination; it is open to evangelicals of all denominations.

The education at SS is biblically centered.

The life style expected of students is one which they can reasonably be expected to maintain.

The method of Bible study emphasized at SES (the historical-gramatical-rhetorical method) brings students into direct contact with the Bible.

Students learn to subject their preconceptions to the written Word of God, thus gaining a balanced understanding to important Christian doctrines.

SES maintains an atmosphere in which students are enabled to have the highest standards with regards to relationships with the opposite sex.

Through an invigorating variety of student activities, students learn cooperation with others and develop essential leadership skills.

Socials for families are planned and held regularly.

My program of studies is designed in such a way that I can reasonably be expected to complete it.

The Bible/Theology courses at SES successfully avoid unnecessary overlap.

Bible/Theology course at SES are enriched by contributions from other disciplines.

The library's book collection is adequate

The library's periodical collection is adequate

The library has professional assistance is available

The library's services are adequate

The library's operating hours are adequate

The library's catalog was easily able to access online (New 2013)

I view my academic program as preparation for full-time ministry.

My field Education requirements related directly to my academic program.

The field education program of SES is comprehensive in the ministries offered.

The field Education program at SES has achieved its purpose of providing student with an opportunity to integrate classroom learning with ministry experiences.

I frequently attend the social actives SES offers

The social activities offered by SES meet my developmental needs.

SES encourages my growth in Christlikeness.

SES encourages my commitment to ministry

SES chapels contribute to my spiritual growth

SES Chapels edify believers

SES Chapels are well organized

SES played a role in the building of your Christian worldview.

SES played a role in having personal compassion for the lost.

SES played a role in your level of commitment to serve in the church.

SES played a role in developing your responsibility to reach those outside your own culture.

The training you received at SES has heightened your awareness and understanding of basic biblical principles.

EDUCATIONAL OBJECTIVES: (NEW 2013) [Institutional Objectives, Catalog, p. 5]

How would you rate the preparation SES provided you in each of the following areas?

Strongly agree

Agree

Disagree

Strongly disagree

I increased in my understanding of the Bible and doctrines of the historic Christian faith.

I developed an ability to defend the Bible and the doctrines of the historic Christian faith.

I developed a Christian worldview that recognized all truth as God's truth.

I increased in my ability to understand and evaluate theological issues from a biblical perspective.

I increased in my ability to understand and evaluate moral issues from a biblical perspective.

I matured in my relationship with God through Bible study, prayer and worship.

I increased in my awareness and involvement in evangelism and world missions.

I was trained in the following areas: church-related ministry, counter-cult, and apologetic ministry.