

SOUTHERN EVANGELICAL SEMINARY

INSTITUTIONAL ASSESSMENT REPORT 2019

Revised, 2019

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



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Institutional Assessment Plan/Schedule

DIRECT STUDENT LEARNING ASSESSMENT Person Responsible: Faculty	Fall Sept – Dec	Spring Jan-May	Summer June-Aug
Degree Program Review		Review Programs (Faculty & Registrar)	
Portfolio (each Degree Program)		Portfolio Rubric (Faculty Advisor)	

STUDENT LEARNING & EXPERIENCE Person Responsible: Director of IE	Fall Sept – Dec	Spring Jan-May	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 (every 5 years)

Retention & Graduation Rates

*Bachelors Retentation Rate Fall 2019	66%
*Masters/Gradate Retentation Rate Fall 2019	60%
**Bachelors Graduation Rate Fall 2019	5%
**Masters Graduation Rate Fall 2019	11%

*Percentage of first-time, full time undergraduate degree seeking students enrolled in the previous fall who re-enrolled the current fall.

** Degree completers of first-time, full-time who did so within 150% of the normal (or expected time for completion).

Degree Program Review
Southern Evangelical Seminary
Assessment Report 2018

Assessment by
Douglas E. Potter, D.Min.
Director of Doctor of Ministry Program

Identify the strengths and weakness of the areas assessed based on the inventories

Strengths: The program objectives or goals as well as all the classes returned very strong rates of being essential or important to the program. All courses required course work and all elective course work and resident seminars (except as noted in weaknesses) received essential or important to the program.

Weaknesses: Of note, one elective class PH825 received a 14% slightly important score but still had 86% in the important range. One resident seminar CE901 received a 15% slightly important score but still had 85% important range. Some attention should be given to comments. First, concerns comments about the offering of classes that specifically integrate apologetics into the church and professors with more life skills in the church. Second, concern about some classes only being available (AP911) as an eight-week class online. Third, is the developing of new majors/concentrations for the DMin program. Finally, of note is the adding of SACS or ATS accreditation.

Make suggestions for improvement relevant to the following areas:

Area	Suggestions	Person/Group Responsible
<i>Program:</i>	Consider the addition of other majors/concentrations. Consider revising the definition of MDiv equivalency to remain competitive with other like programs.	Academic Committee/Director of DMin Program/Faculty
<i>Program Goals:</i>	None	Academic Committee
<i>Administration/Staff:</i>	Continue to examine the feasibility of other/more widely accepted accreditation.	Academic Dean/President
<i>Courses:</i>	Make sure all DMin classes offer as 8-week classes are also offered for 15-week semester. Offer more practical ministerial classes that integrate apologetics in into church ministry with experienced faculty.	Academic Dean/Director of DMin Program/Registrar

<i>Future Inventory Instruments:</i>	None	Director IE
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Constant Contact Survey Results

Survey Name: Doctor of Ministry Program Review
Questions (DMin)

Response Status: Partial & Completed

Filter: None

May 10, 2018 3:33:23 PM

1. Rate the importance of the following General Educational Objectives according to the following scale.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Essential	Important	Slightly important	Not Important
To increase the student's understanding of the Bible and of the doctrines of the historic Christian faith.	14 100%	0 0%	0 0%	0 0%
To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith.	14 100%	0 0%	0 0%	0 0%
To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith.	14 100%	0 0%	0 0%	0 0%
To help the student develop a Christian worldview that recognizes all truth as God's truth.	14 100%	0 0%	0 0%	0 0%
To increase the student's ability to understand and evaluate contemporary theological and moral issues from a biblical perspective.	14 100%	0 0%	0 0%	0 0%
To help the student mature in relationship with God by Bible study, prayer, and worship	13 93%	1 7%	0 0%	0 0%
To increase the student's awareness of and involvement in evangelism and world missions.	13 93%	1 7%	0 0%	0 0%
To help train students for church-related, counter-cult, and apologetic ministries.	13 93%	1 7%	0 0%	0 0%

2. Rate the importance of the following program Educational Goals according to the following scale.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Essential	Important	Slightly important	Not Important
Increase the student's understanding of the Bible and of the doctrines of the historic Christian faith.	14 100%	0 0%	0 0%	0 0%
Develop an ability to defend the Bible and the doctrines of the historic Christian faith.	14 100%	0 0%	0 0%	0 0%
Develop a Christian worldview that recognizes all truth as God's truth.	14 100%	0 0%	0 0%	0 0%
Understand and evaluate contemporary theological and moral issues from a biblical perspective.	14 100%	0 0%	0 0%	0 0%
Mature in relationship with God by Bible study, prayer, and worship.	13 93%	1 7%	0 0%	0 0%
Develop an awareness of and involvement in evangelism and world missions.	13 93%	1 7%	0 0%	0 0%
Train for church-related, counter-cult, and apologetic ministries	13 93%	1 7%	0 0%	0 0%

3. Rate the importance of the following program Spiritual Goals according to the following scale.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Essential	Important	Slightly important	Not Important
Increase in skills required for Christian ministry: apologetics, evangelism, historical inquiry and contemporary application, theological reflection and ethical understanding, ministry analysis, and application.	12 86%	2 14%	0 0%	0 0%
Demonstrate familiarity with a representative body of knowledge and praxis relating to apologetics.	10 71%	4 29%	0 0%	0 0%
	11	3	0	0

Evidence maturing personal qualities appropriate of Christian character and levels of ministerial excellence.

79%

21%

0%

0%

4. Rate the importance of the following program Ministry Goals according to the following scale.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Essential	Important	Slightly important	Not Important
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Show self-awareness in your capacity to plan appropriate continuing education.

6	8	0	0
43%	57%	0%	0%

Evidence collegiality as you work with faculty mentors, colleagues, and other professionals.

8	6	0	0
57%	43%	0%	0%

5. Rate the following DMin Required courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Essential	Important	Slightly important	Not Important
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AP801 Introduction to Christian Apologetics

11	2	1	0
79%	14%	7%	0%

AP802 New Religious Movements

9	5	0	0
64%	36%	0%	0%

AP804 World Religions

9	5	0	0
64%	36%	0%	0%

6. Rate the following DMin Resident Seminar courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Essential	Important	Slightly important	Not Important
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AP905 Christian Ethical Issues and Apologetics

11	1	1	0
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	85%	8%	8%	0%
CE901 Apologetics in Christian Educational Ministry	8	3	2	0
	62%	23%	15%	0%
ME903 Cross Cultural Apologetics and Evangelism	8	4	1	0
	62%	31%	8%	0%
ME904 Apologetics and Evangelism Training and Outreach	9	3	1	0
	69%	23%	8%	0%
PT902 Apologetics and the Pulpit Ministry	9	3	1	0
	69%	23%	8%	0%

7. Rate the following DMin Elective Courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

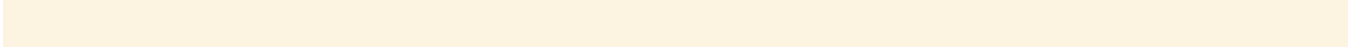
	Essential	Important	Slightly important	Not Important
AP808 Cultural Apologetics	10	4	0	0
	71%	29%	0%	0%
AP901 Advanced Apologetics	8	5	1	0
	57%	36%	7%	0%
AP811 Apologetic Communication	9	4	1	0
	64%	29%	7%	0%
AP812 History of Apologetics	5	8	1	0
	36%	57%	7%	0%
AP814 Apologetics and Post Modernism	9	5	0	0
	64%	36%	0%	0%
AP815 (CE815) Curriculum Development in Apologetics	3	9	2	0
	21%	64%	14%	0%
AP518 Resurrection of Jesus	13	1	0	0
	93%	7%	0%	0%
AP906 Advanced World Religions	6	7	1	0
	43%	50%	7%	0%
AP910 Developing a Christian Worldview	10	3	1	0
	71%	21%	7%	0%

AP911 Apologetic Systems	8	6	0	0
	57%	43%	0%	0%

8. Rate the following DMin Elective Courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Essential	Important	Slightly important	Not Important
PH825 Systematic Philosophy	7	5	2	0
	50%	36%	14%	0%
PT803 Counseling the Cultic Mindset	5	8	1	0
	36%	57%	7%	0%



**Assessment by
Brian Huffling, Ph.D.
Director of Doctor of Philosophy Program**

Identify the strengths and weakness of the areas assessed based on the inventories

Strengths: The core classes are thought to be essential. The program in general meets the overall academic goals as they relate to philosophy of religion.

Weaknesses: The program does not really aim to meet spiritual goals, academic areas such as biblical studies, cultural issues, or counter-cult apologetics. The stated goals for the school do not necessarily apply to this program. An academic program focusing on a research degree in philosophy of religion does not, and really cannot, meet all of these goals, especially as they relate to ministry.

Make suggestions for improvement relevant to the following areas:

Area	Suggestions	Person/Group Responsible
<i>Program:</i>	Possibly revamp the comps and make sure they are related to the course materials.	Director/Dean/AC
<i>Program Goals:</i>	Check the goals of the program against the goals of the school and make sure the stated goals for the program are feasible and accurately reflect the actual goals of the program.	AC
<i>Administration/Staff:</i>	Continue to utilize as many profs as possible. We may need to use more adjuncts so that students get a variety of professors.	Dean
<i>Courses:</i>	Continue to assess classes as to their importance/relevance to the program.	Director/AC
<i>Future Inventory Instruments:</i>	Continued surveys/comparisons with other like schools	Director

Constant Contact Survey Results

Survey Name: Doctor of Philosophy Program Review Questions (PhD)

Response Status: Partial & Completed

Filter: None

1. Rate the importance of the following General Educational Objectives according to the following scale.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Essential	Important	Slightly important	Not Important
To increase the student's understanding of the Bible and of the doctrines of the historic Christian faith.	3 100%	0 0%	0 0%	0 0%
To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith.	3 100%	0 0%	0 0%	0 0%
To help the student develop an ability to defend the Bible and the doctrines of the historic Christian faith.	3 100%	0 0%	0 0%	0 0%
To help the student develop a Christian worldview that recognizes all truth as God's truth.	3 100%	0 0%	0 0%	0 0%
To increase the student's ability to understand and evaluate contemporary theological and moral issues from a biblical perspective.	3 100%	0 0%	0 0%	0 0%
To help the student mature in relationship with God by Bible study, prayer, and worship	2 67%	1 33%	0 0%	0 0%
To increase the student's awareness of and involvement in evangelism and world missions.	2 67%	1 33%	0 0%	0 0%
To help train students for church-related, counter-cult, and apologetic ministries.	2 67%	1 33%	0 0%	0 0%

2. Rate the importance of the following program Educational Goals according to the following scale.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Essential	Important	Slightly important	Not Important
	2	0	0	0

Demonstrate advanced knowledge in the fields Philosophy, Apologetics, Biblical Studies, and Systematic Theology.	100%	0%	0%	0%
Demonstrate advanced knowledge related to apologetics in the critical studies of the Old and New Testaments.	2 67%	1 33%	0 0%	0 0%
Demonstrate advanced knowledge of philosophical issues and problems related to theology and science, and especially in relating the major biblical doctrines to current cultural and theological issues.	2 100%	0 0%	0 0%	0 0%
Demonstrate advanced knowledge in Christian apologetics, especially related to worldviews, history, philosophy, various religions, and various apologetic systems.	3 100%	0 0%	0 0%	0 0%

3. Rate the importance of the following program Spiritual Goals according to the following scale.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Essential	Important	Slightly important	Not Important
Evidence an increasing likeness to Christ as manifested in love for God, love for others, and evidence of the fruit of the Spirit.	2 67%	1 33%	0 0%	0 0%
Develop a deep commitment to reach people from widely variant socio-economic strata with the Gospel and love of Jesus Christ.	3 100%	0 0%	0 0%	0 0%
Love and serve people in whatever spiritual, moral, or physical condition they meet them and seek to show them God's love and truth.	2 67%	1 33%	0 0%	0 0%
Develop a growing commitment to the local church, especially in regard to worshipping God and serving His people.	2 67%	1 33%	0 0%	0 0%

4. Rate the importance of the following program Ministry Goals according to the following scale.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Essential	Important	Slightly important	Not Important
	2	1	0	0

Communicate the truth of God effectively in an intercultural context, specifically in relationship to various churches and academic related ministries.

67% 33% 0% 0%

Communicate the truth of God effectively in a professional academic or ministry setting.

3 0 0 0
100% 0% 0% 0%

5. Rate the following PhD required Resident Seminars courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Essential **Important** **Slightly important** **Not Important**

SM1005 Reading Seminar I 1 1 1 0
33% 33% 33% 0%

SM1006 Reading Seminar II 1 1 1 0
33% 33% 33% 0%

6. Rate the following DMin Required courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Essential **Important** **Slightly important** **Not Important**

PH1010 Problem of Evil 3 0 0 0
100% 0% 0% 0%

PH1012 Philosophy of Science 3 0 0 0
100% 0% 0% 0%

PH1015 Religious Epistemology 3 0 0 0
100% 0% 0% 0%

PH1016 Thomistic Philosophy 3 0 0 0
100% 0% 0% 0%

PH1017 Contemporary Atheism 3 0 0 0
100% 0% 0% 0%

PH1018 Philosophical Theology 3 0 0 0
100% 0% 0% 0%

PH1020 Problems in Philosophy 3 0 0 0

	100%	0%	0%	0%
BS1001 Biblical Criticism	3	0	0	0
	100%	0%	0%	0%
CE1005 Teaching Theory & Practice	2	0	0	1
	67%	0%	0%	33%

7. Rate the following PhD Elective Courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Essential	Important	Slightly important	Not Important
AP1011 Worldview Christian Apologetics	2 67%	1 33%	0 0%	0 0%
AP1013 New Religions	1 33%	2 67%	0 0%	0 0%
AP1014 Religious Christian Apologetics	2 67%	1 33%	0 0%	0 0%
AP1016 Philosophical Christian Apologetics	3 100%	0 0%	0 0%	0 0%
AP1018 Theological Christian Apologetics	3 100%	0 0%	0 0%	0 0%
AP1019 Christian Apologetics and Culture	1 33%	2 67%	0 0%	0 0%
PH1019 Philosophical of History	1 33%	2 67%	0 0%	0 0%
ST1002 Problems in Theology Proper and Creation	2 67%	1 33%	0 0%	0 0%
ST1003 Problems in Hamartiology and Soteriology	1 33%	2 67%	0 0%	0 0%
ST1004 Problems in Ecclesiology and Eschatology	1 33%	2 67%	0 0%	0 0%

8. Rate the following PhD Elective Courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

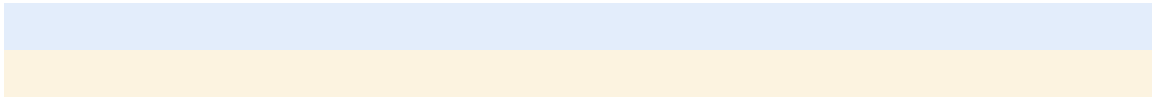
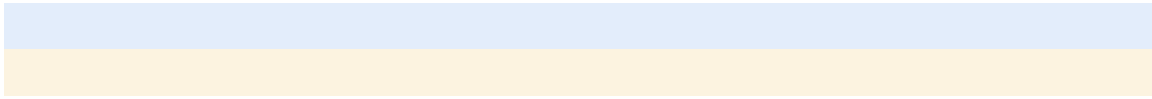
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Essential	Important	Slightly important	Not Important
ST1005 Problems in Hermeneutics	2 67%	1 33%	0 0%	0 0%
HT1001 Problems in Historical Theology	2 67%	1 33%	0 0%	0 0%
PH1009 Advanced Independent Study in Christian Philosophy	2 67%	1 33%	0 0%	0 0%
AP1009 Advanced Independent Study in Christian Apologetics	2 67%	1 33%	0 0%	0 0%

9. Rate the following PhD Examinations and Dissertation Courses as to their importance to be included in the program of study according to the following scale. Note: You can still rate the course if you have not taken it.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Essential	Important	Slightly important	Not Important
LC1001 First Research Language Comp.	2 67%	1 33%	0 0%	0 0%
EX1000 Comprehensive Exam Preparation	2 67%	1 33%	0 0%	0 0%
EX1001 Comprehensive Exam (written)	2 67%	1 33%	0 0%	0 0%
EX1002 Comprehensive Exam (oral)	2 67%	1 33%	0 0%	0 0%
DS1000 Dissertation Proposal Preparation	3 100%	0 0%	0 0%	0 0%
DS1001 Dissertation Research	3 100%	0 0%	0 0%	0 0%



GENERAL & DEGREE PROGRAM OBJECTIVES DIRECT ASSESSMENT THROUGH PORTFOLIOS

2016-2019 GRADUATES

	No. Assessed/ Graduated	Excellent 80	Good 60	Fair 40	Poor 20
BA PROGRAM OBJECTIVES	7/19	78			
		Excellent 64	Good 48	Fair 32	Poor 16
MAR PROGRAM OBJECTIVES	3/7	60			
MA PROGRAM OBJECTIVES		Excellent 72	Good 54	Fair 36	Poor 18
APOLOGETICS MAJOR OBJECTIVE	1/8	72			
PHILOSOPHY MAJOR OBJECTIVE	0/5				
BIBLICAL STUDIES MAJOR OBJECTIVES	0/0				
CHURCH MINISTRY MAJOR OBJECTIVES	0/1				
		Excellent 88	Good 66	Fair 44	Poor 22
MDIV PROGRAM OBJECTIVES	0/1				
*THM PROGRAM OBJECTIVES	0/0				
		Excellent 88	Good 66	Fair 44	Poor 22
DMIN PROGRAM OBJECTIVES:	3/5	73			

		Excellent 72	Good 54	Fair 36	Poor 18
*PHD PROGRAM OBJECTIVES	0/0				

*No graduates were from these programs/majors

Strengths: All Portfolios Assess are Excellent

Weaknesses: More Portfolio assessments need to be made to get a firmer assessment of students meeting objectives.

Make suggestions* for improvement relevant to the following areas:

Area	Suggestions*	Person/Group Responsible
Faculty/Advisors	Require advising faculty to complete graduating student Portfolio assessments.	Academic Dean

ENTERING STUDENT INVENTORY (ESI)

Douglas E. Potter, D.Min.
Director of Institutional Effectiveness

Strengths

The majority of student hear about SES from alumni referrals, word of mouth and an internet search.

Most students intend to use their degree in Church or Para church Ministry

Most students live over 100 miles away from the Campus.

Most students who apply to SES make us their first choice.

Most students intend that their highest degree, regardless of what it is, will be from SES.

Most student plan to be employed full time or part time while pursuing studied at SES.

Most students would **not** apply for federal funding if we had.

Most students plan to study 15 hrs or more per week.

Most students will use email (not a phone call) to communicate with professors.

Most students correctly understand the registration and withdraw process.

Most students will not be changing their degree program or transfer to another school.

Most students intend to consult with their advisor (phone & email) and use the school website.

Most students understand registration and student services.

Most students do not intend to seek personal and/or marital counseling.

Most students use the SES website to find out information about the school.

Weaknesses

Most students are concerned about financing their education at SES.

Most students do **not** know how to contact the SGA president.

Most students do **not** know how to get a scholarship application.

Make suggestions for improvement relevant to the following areas:

Department/Area	Suggestions	Person/Group Responsible	Documented Change
Business Office/Development	Increase awareness of SGA, its services and contact information.	Dean of Students	
Development	Expand SES's footprint in online media.	Diretor of Recrutment/Admissions	SES has increased its Social Media Posts and Blogs and has partnered with a marketing company. SES is developing a new website.
Administration	Increase availability and interaction between students and faculty via virtual office live streaming sessions.	Academic Dean	
Administration	Increase awareness of scholarship opportunities with perspective and current students.	President/Board	

ENTERING STUDENT INVENTORY (ESI) DATA

Entering Student Inventory (ESI) 2019

15 responses

How did you initially learn about SES? 15 responses

Feom the internet. I search foe schools that specialized in apologetics.

ONLINE

Internet search

Google search for "apologetics seminary"

At the Apologetics Conference

Friend

Online

Internet

FROM MY BROTHER INVITING ME TO THE NACC IN 2016

Dr. Frank Turek spoke often and highly of SES. I stumbled upon him, learned about SES from his plugs then investigated SES further on my own.

From a friend

NCCA conference

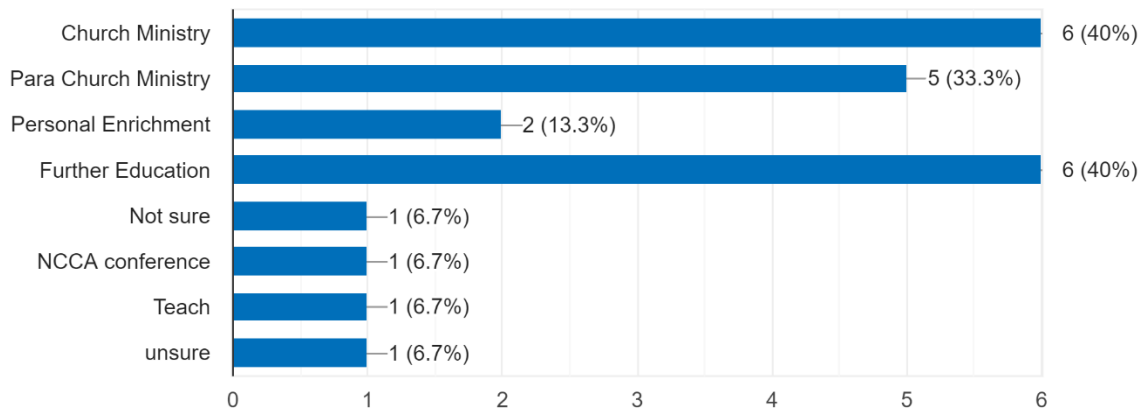
An Alumni

former student

From the NCCA conference

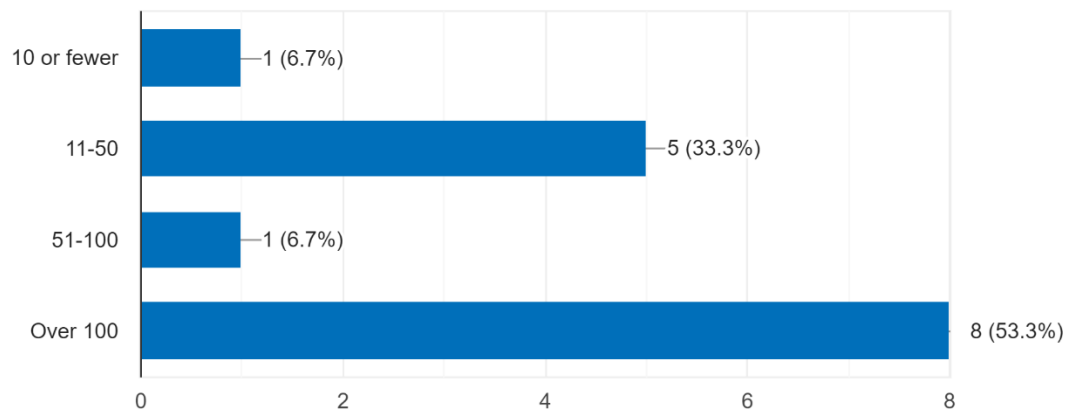
What do you plan to do with your degree when you are finished?

15 responses



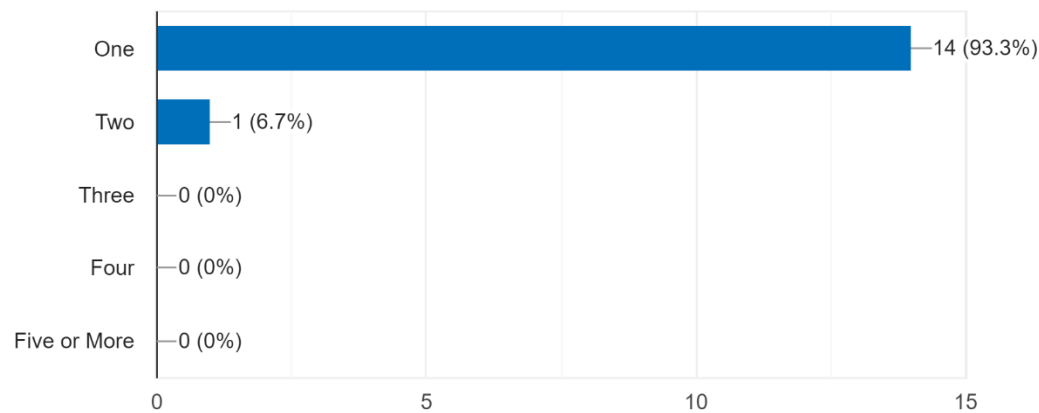
How many miles from the SES campus do you live?

15 responses



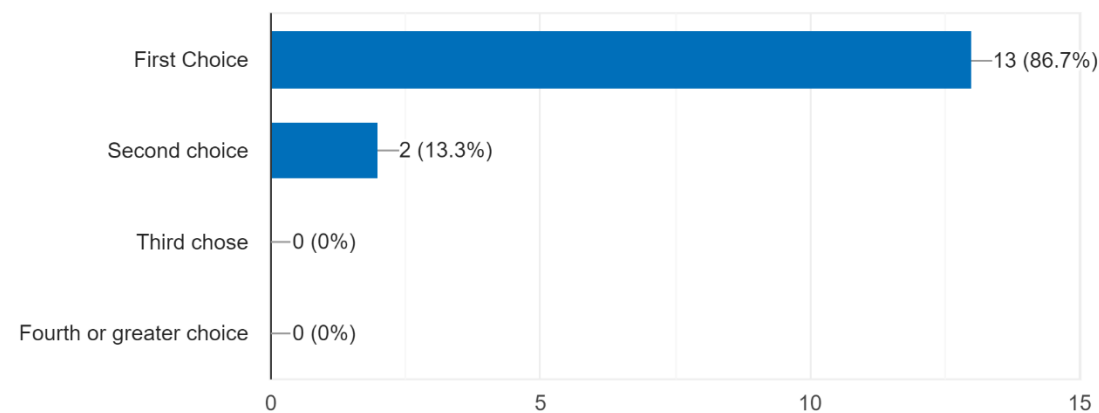
How many other schools did you apply to for admissions?

15 responses



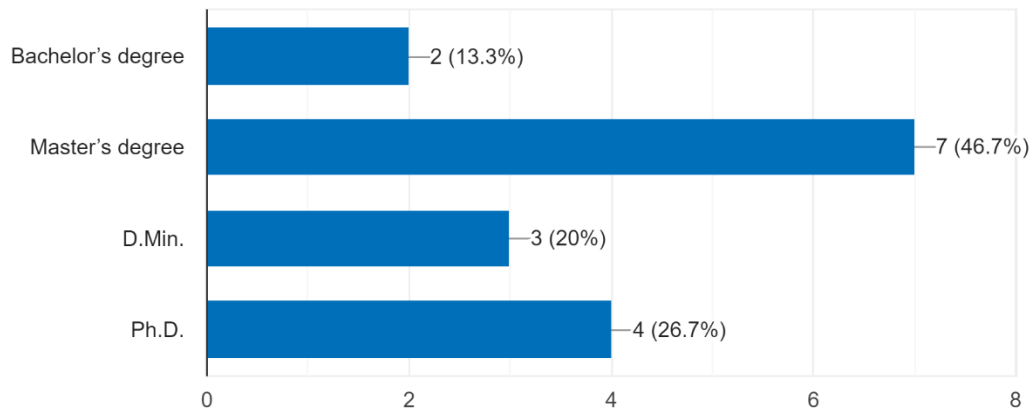
Was SES your:

15 responses



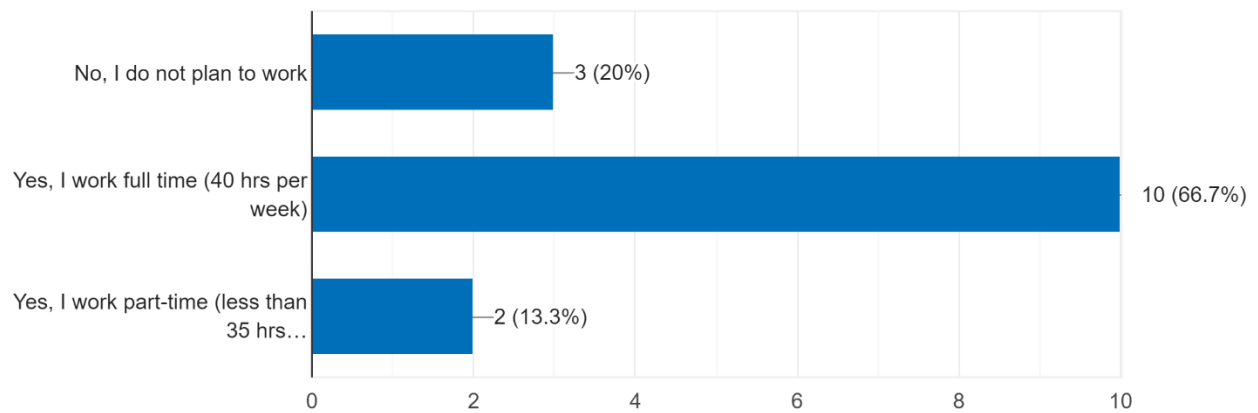
What is the highest academic degree you intend to earn at SES?

15 responses



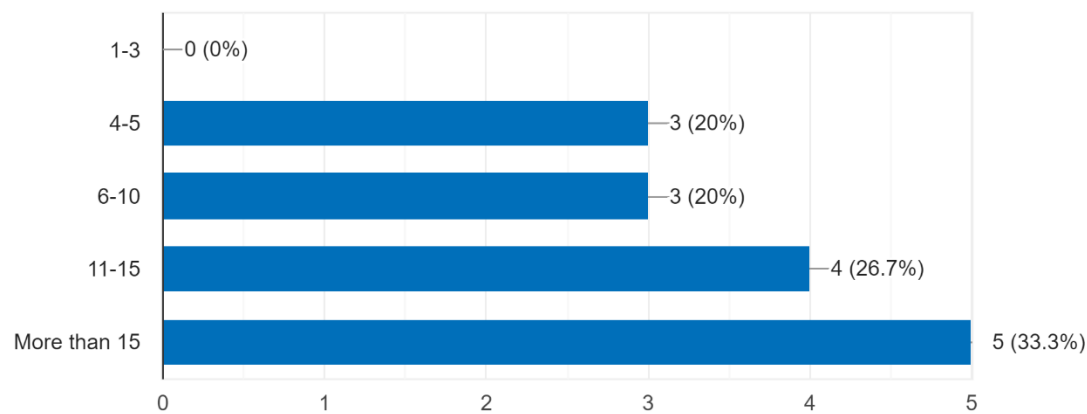
When classes are in session do you plan to work?

15 responses

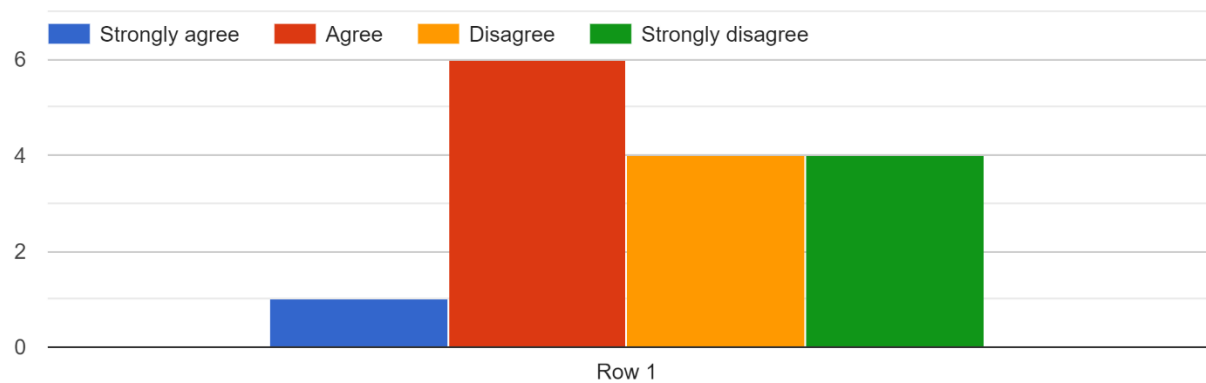


How many hours per week do you plan to spend study or doing schoolwork?

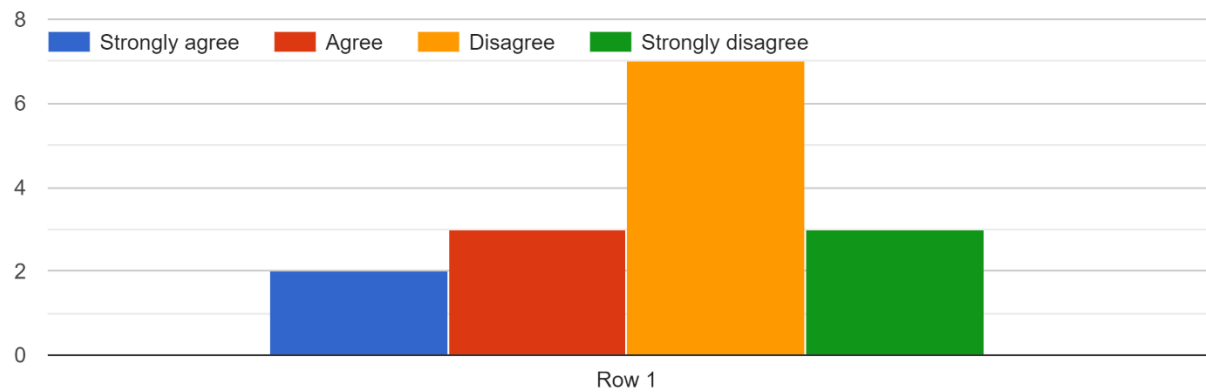
15 responses



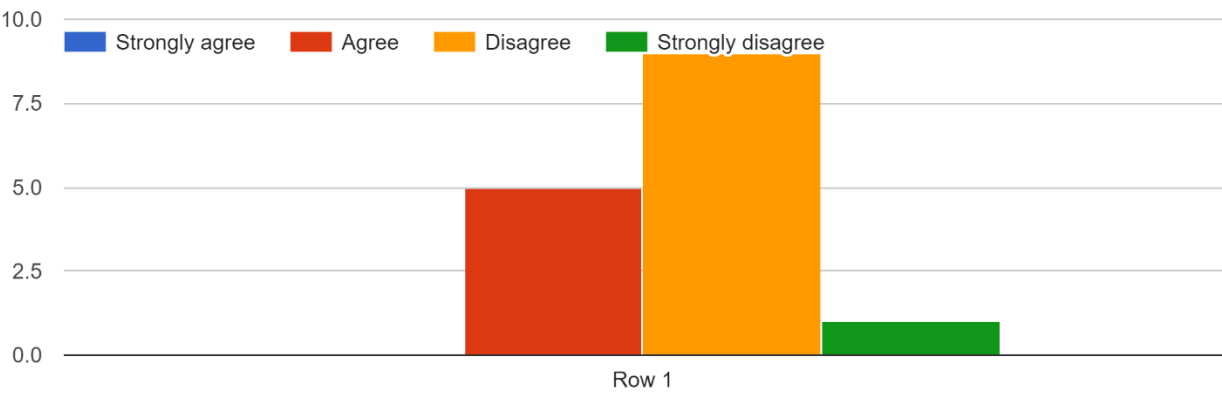
I am concerned about financing my education at SES.



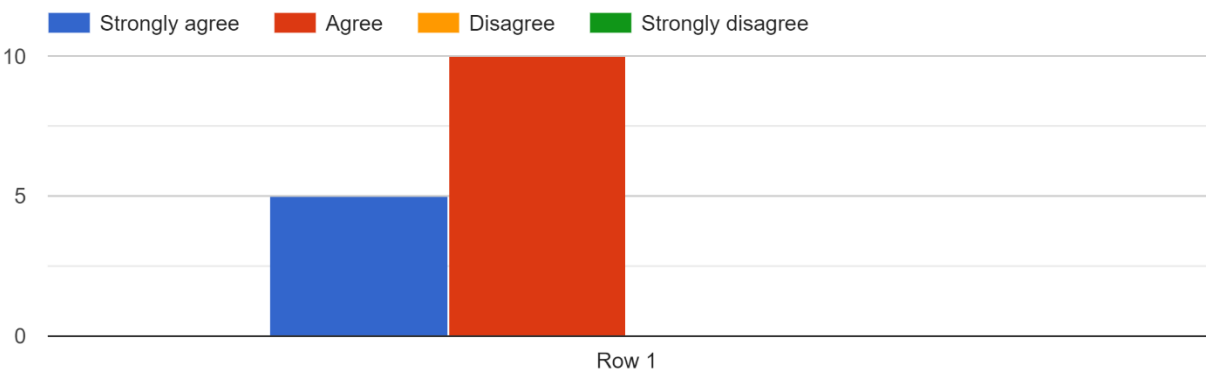
If SES had federal funding (fasfa), I would apply for it.



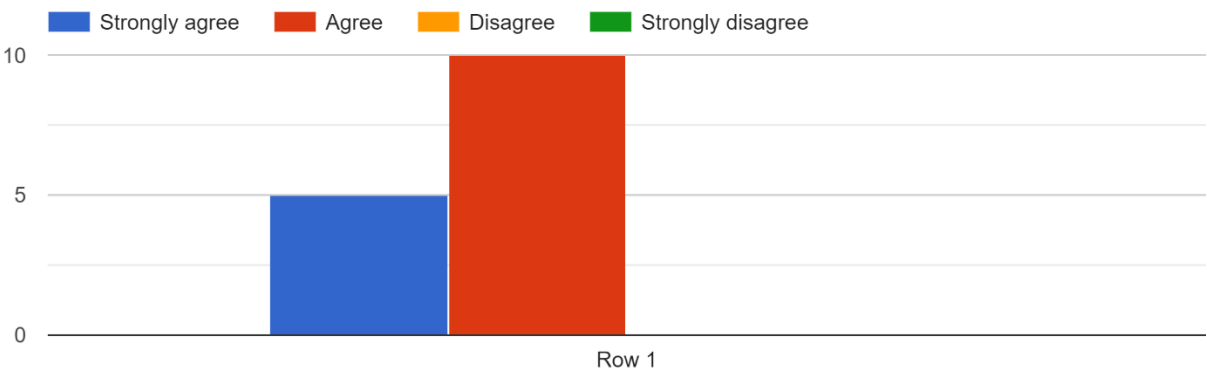
I know where to go to get a scholarship application.



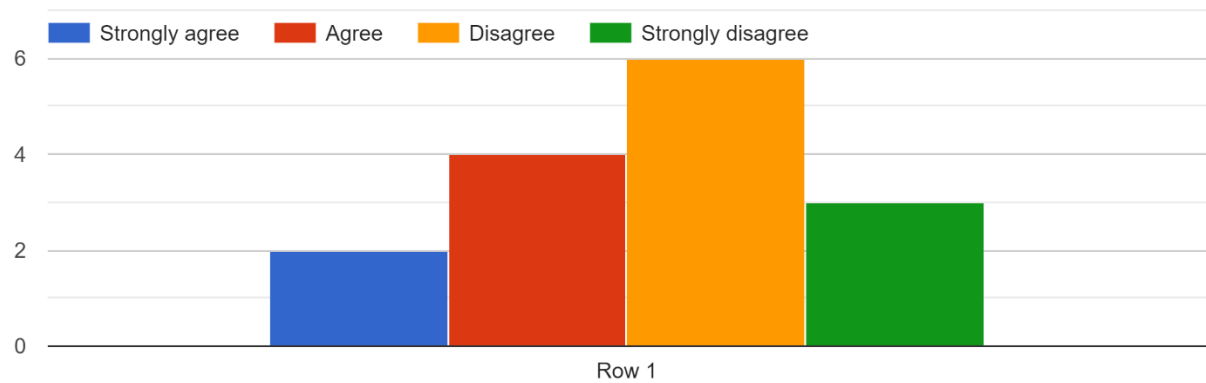
I can successfully manage the demands of my chosen degree/major.



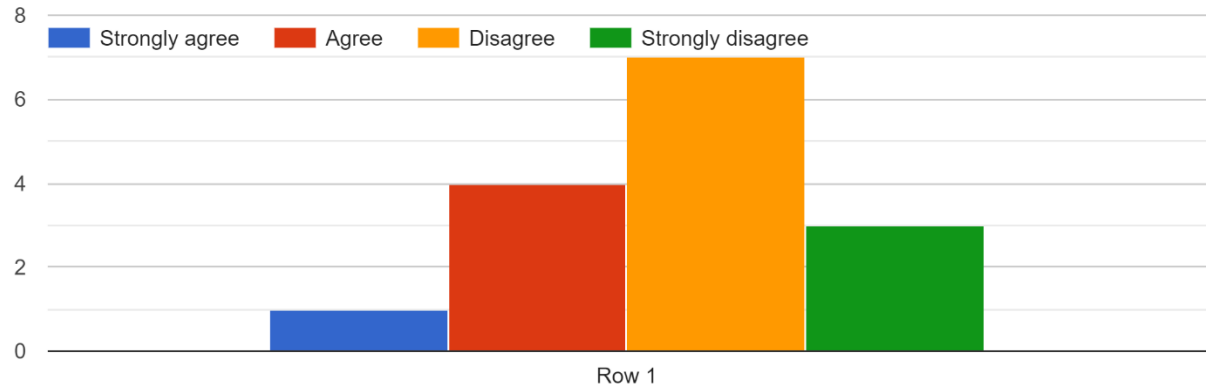
I can successfully manage and cope with stress.



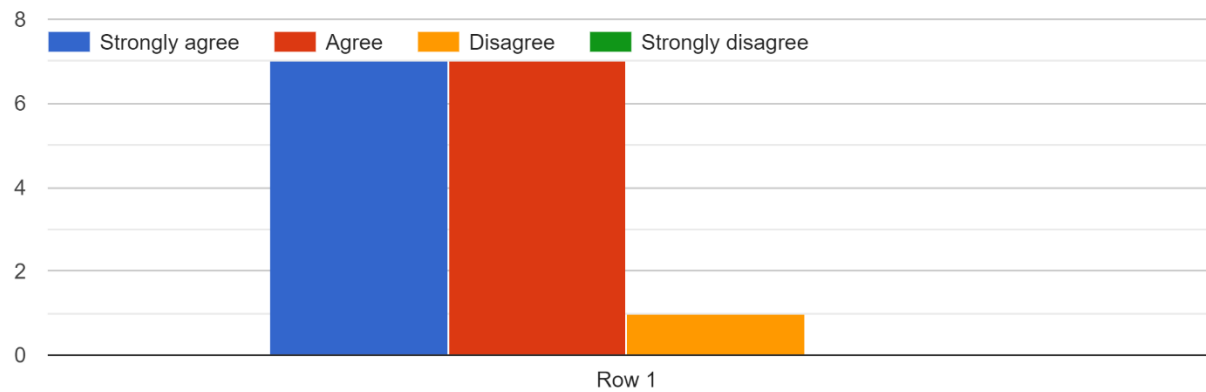
I will seek personal counseling during my seminary education.



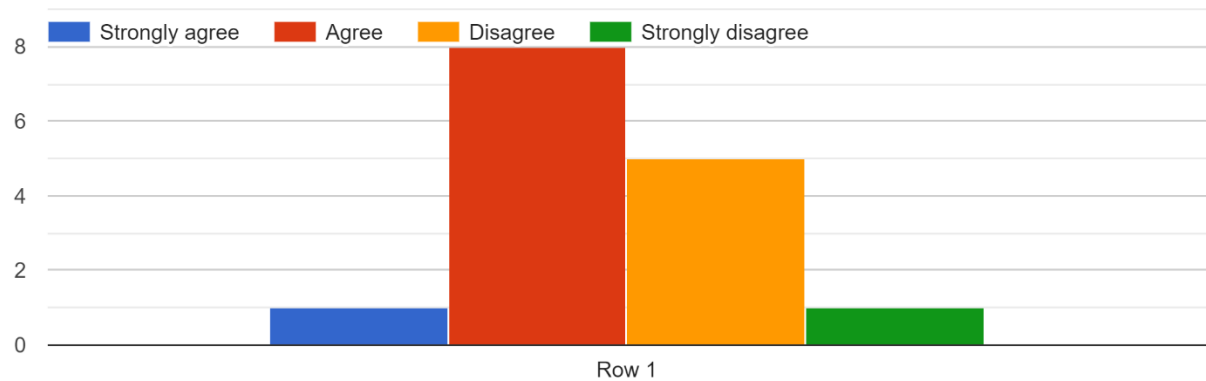
I will seek marital counseling during my seminary education.



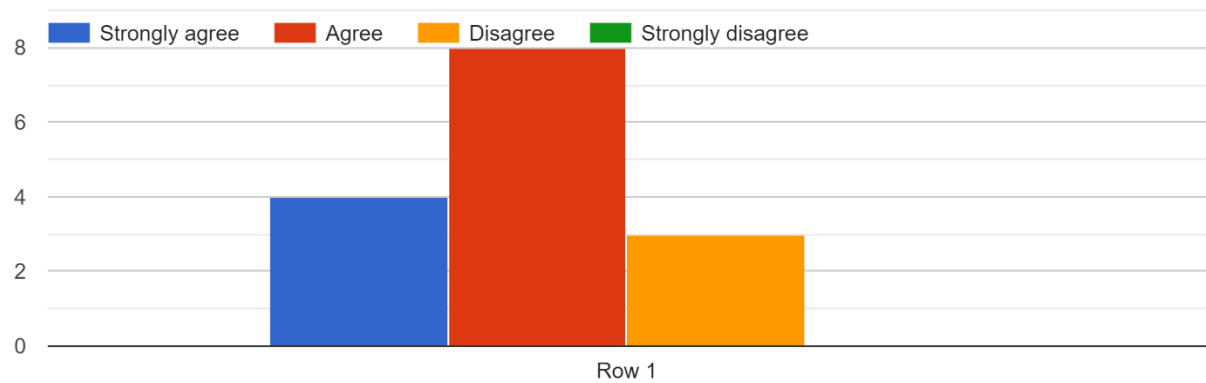
I am satisfied with the seminars online course delivery system.



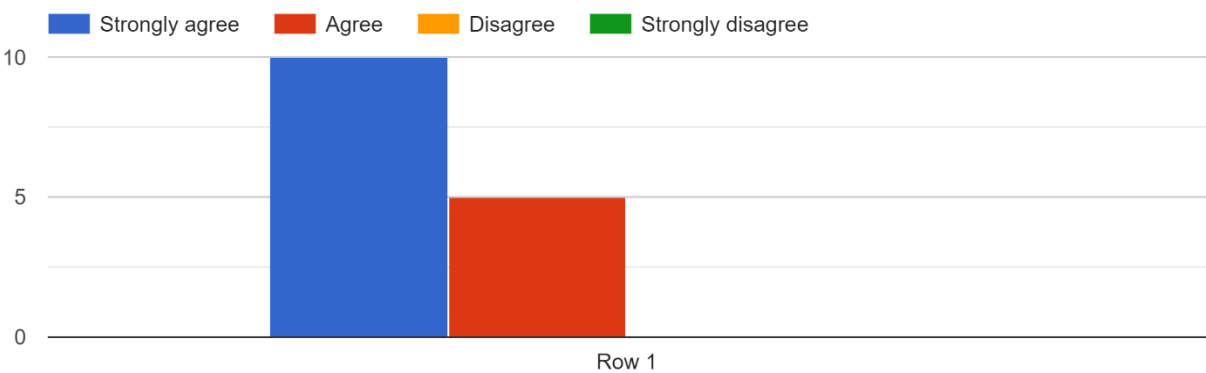
I will use the library to study.



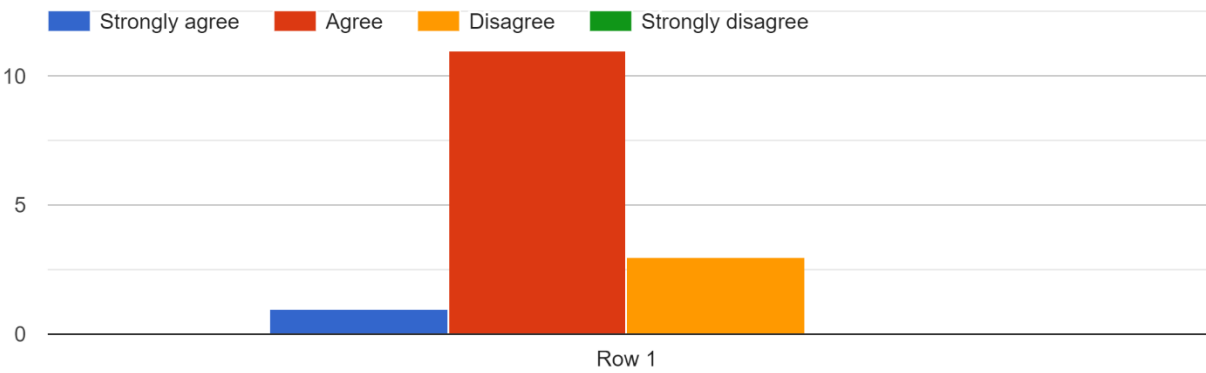
I am aware of events that are held regularly at SES.



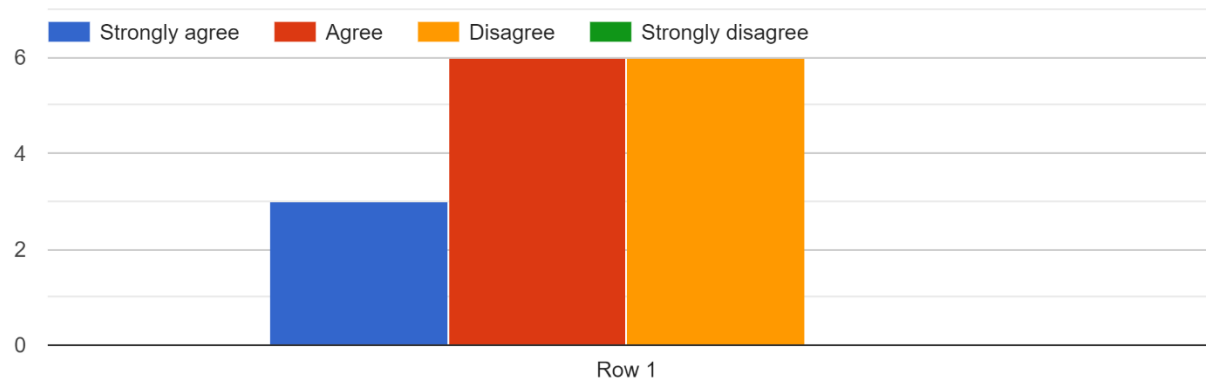
I will use email to communicate with my professor.



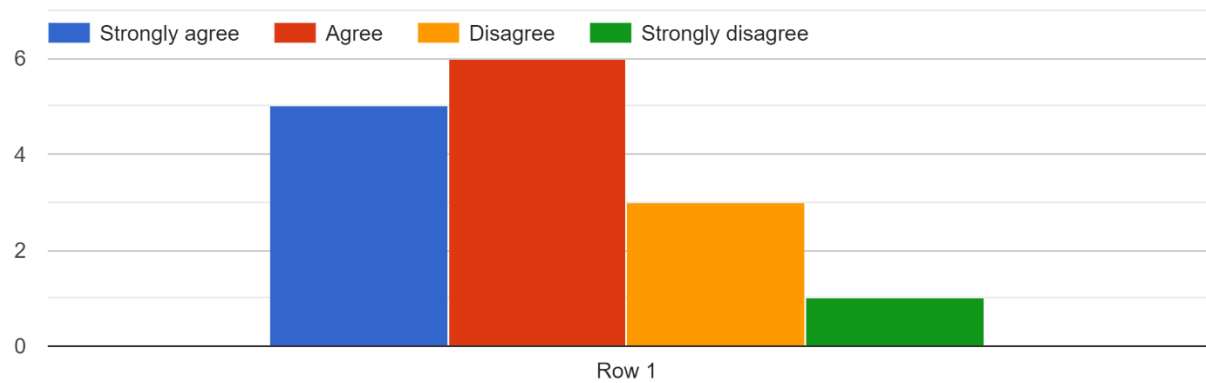
The school provides help to students that need employment in the Charlotte area.



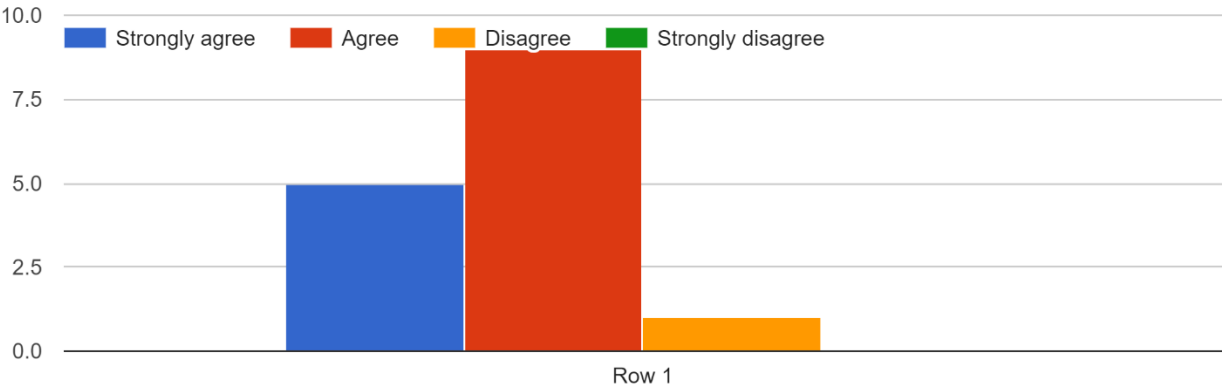
I will use a phone to communicate with my professor.



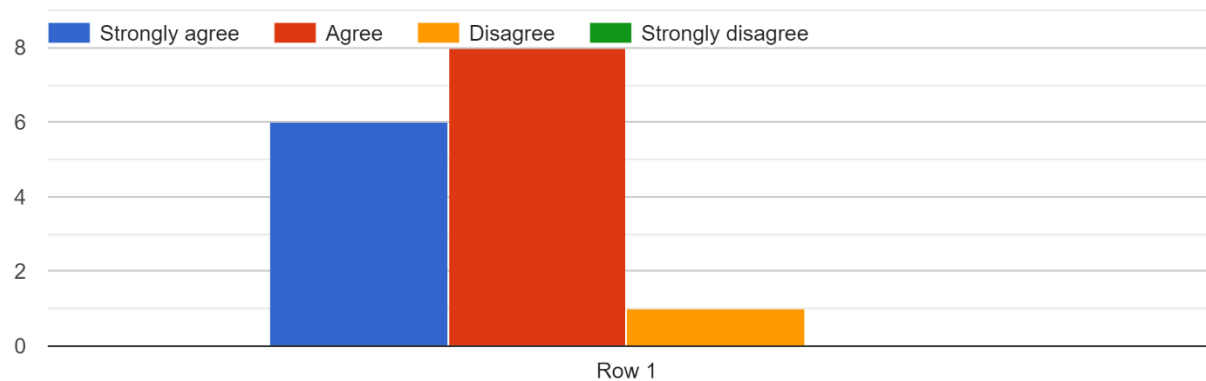
I will consult with my adviser to plan out my courses and schedule.



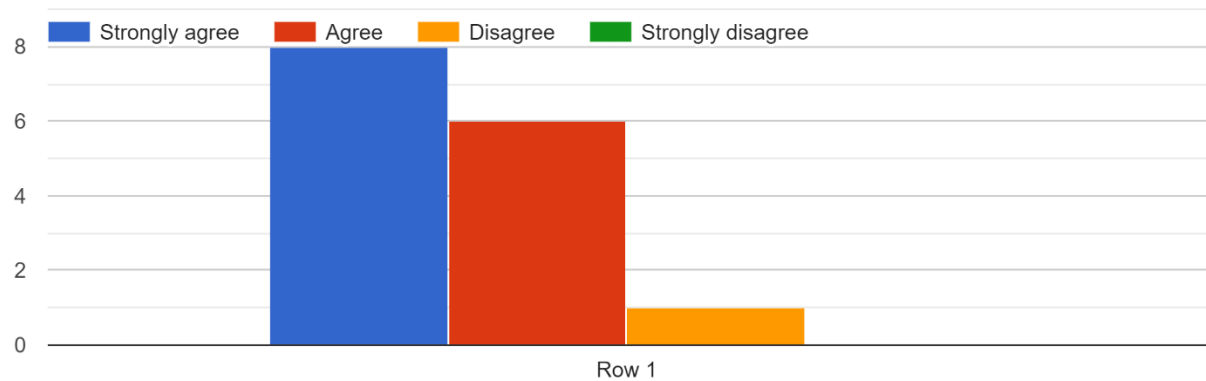
I will use the school website to find out information.



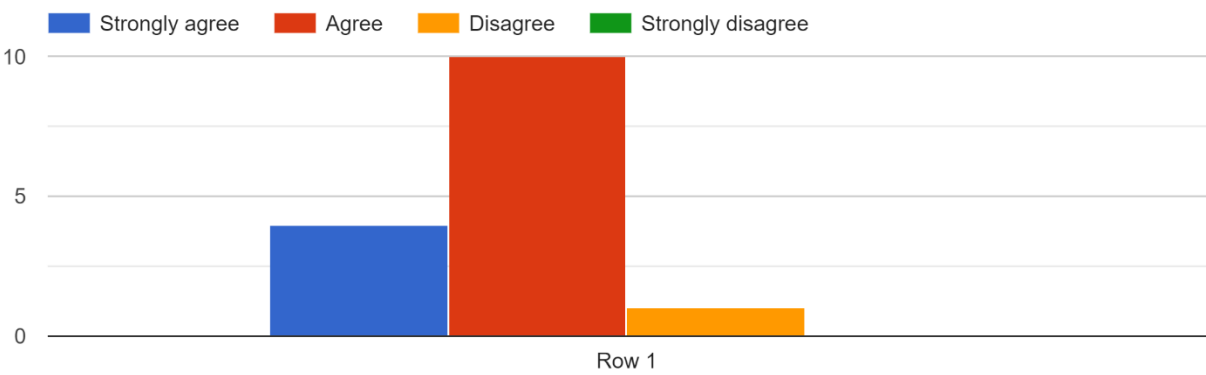
I know where to find school forms in Populi.



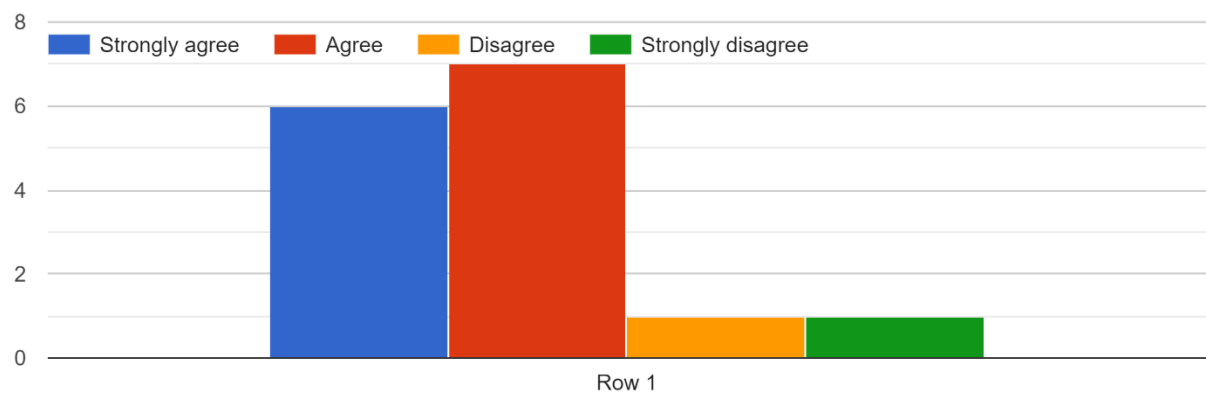
I know where to find my academic record in Populi.



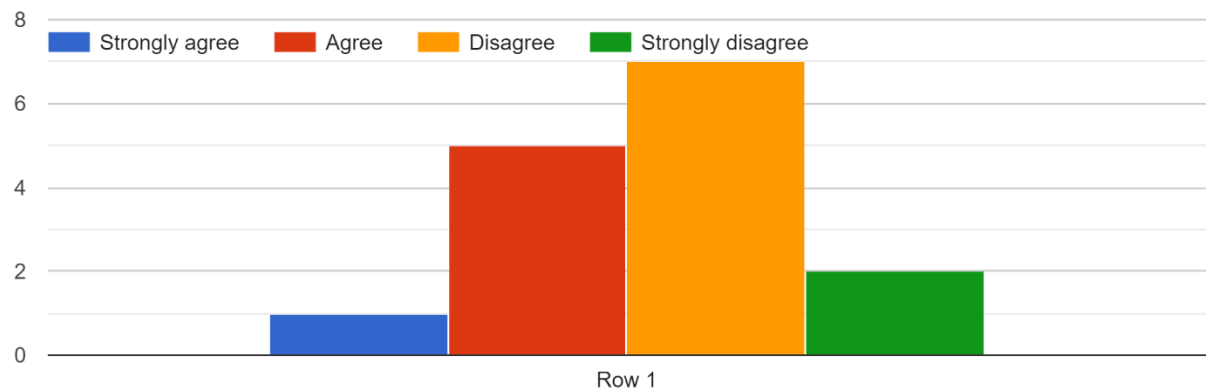
If I wanted to explore my degree requirements I would use the school catalog.



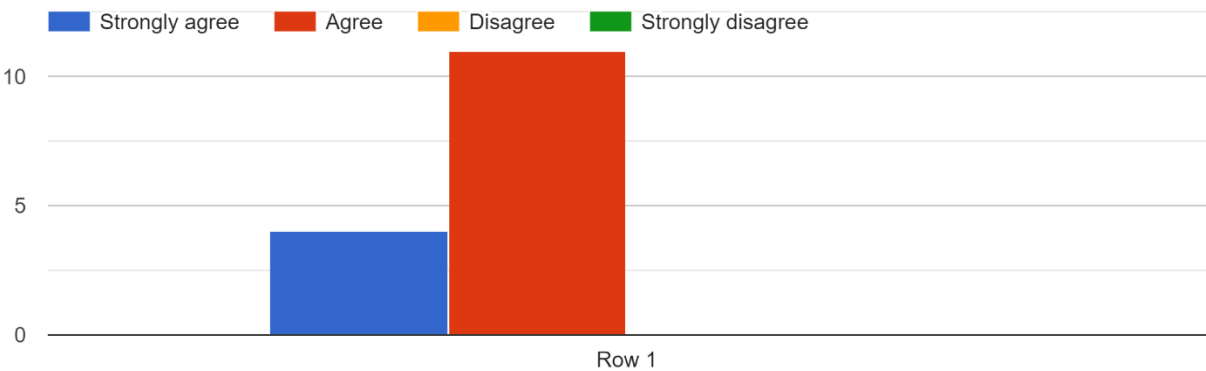
If I wanted to explore my degree requirements I would consult with my academic adviser.



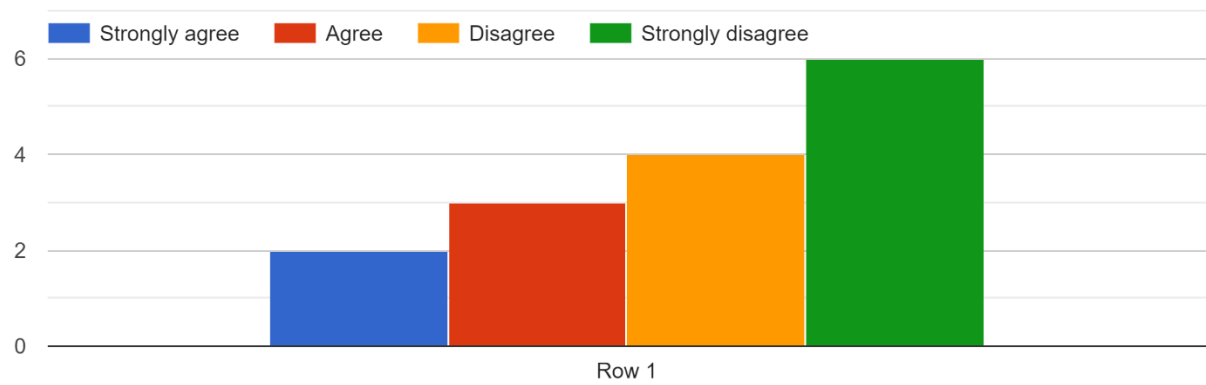
If I wanted to explore my degree requirements I would speak with a student in my degree program.



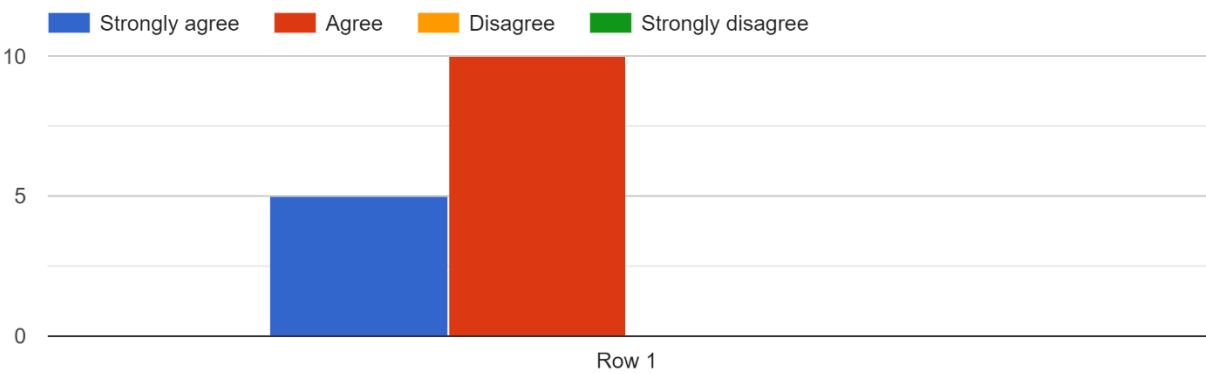
Classes can be added or dropped in Populi from my schedule through the first week of the semester.



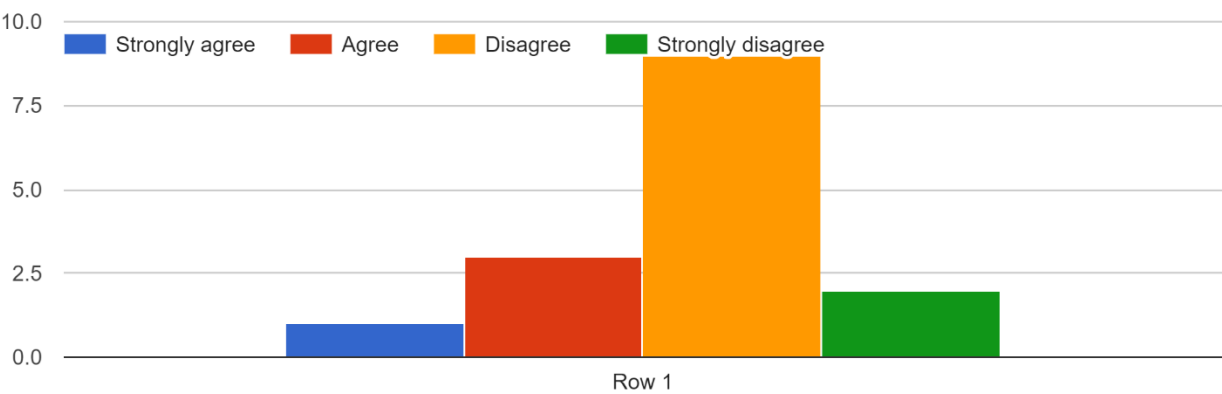
If I stop attending a class, the professor or registrar will drop me from the class.



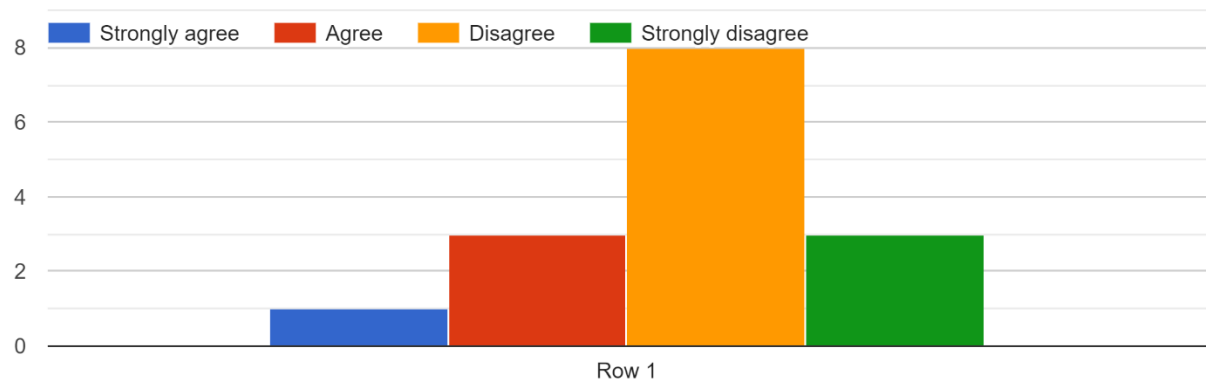
If I fail a class required in my degree program I must retake it and pass it.



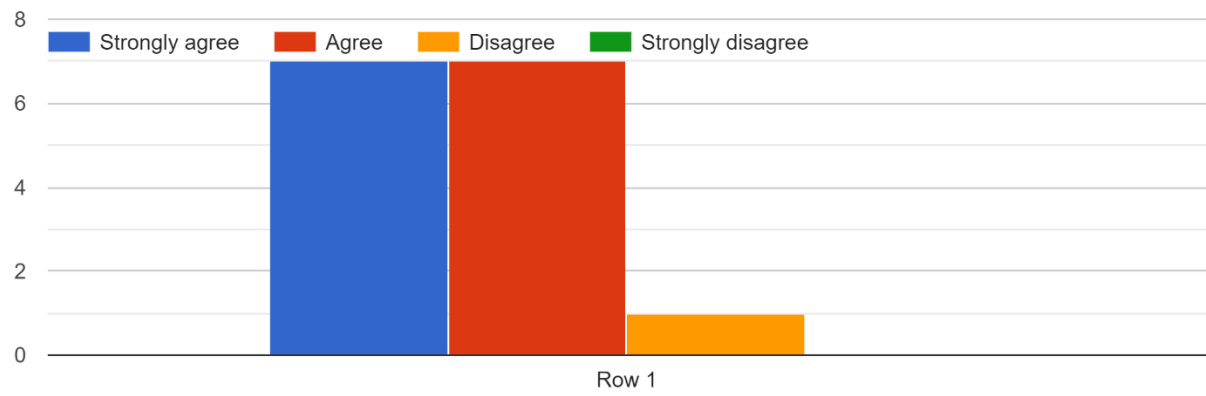
I know how to contact the President of the SGA (Student Government Association)



I will attend social events on campus.



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



SEMINARY EXPERIENCE INVENTORY (SEI)

Douglas E. Potter, D.Min.
Director of Institutional Effectiveness

Strengths

Most students are pleased with their experience at SES.

Most students think SES is achieving its mission and purpose.

Most students think SES communicates important matters to them.

Most students think the classrooms are conducive to learning.

Most students are pleased with the faculty and administration of SES.

Most students find registration and changing their schedule to be easy.

Most students find that the classes they need to complete their degree are available.

Most students are satisfied with Moodle and Populi.

Most students are aware of social and family activities at SES.

Most students find help through SES for employment, housing and ministry opportunities.

Most students receive email communication from SES and know how to change their directory information.

Most students know where to submit prayer requests and volunteer for school events.

Weaknesses

Most students do not know/receive weekly or regular communications for student services.

Awareness of social events for students/families could be improved.

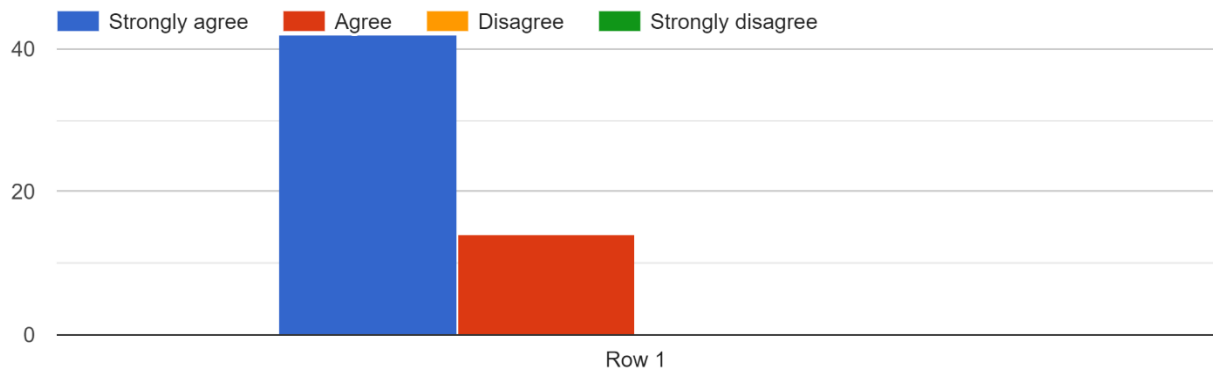
Make suggestions for improvement relevant to the following areas:

Department/Area	Suggestions	Person/Group Responsible
Director of Student Services/Dean of Students	Increase communications with students regarding oncampus events.	Dean of Students

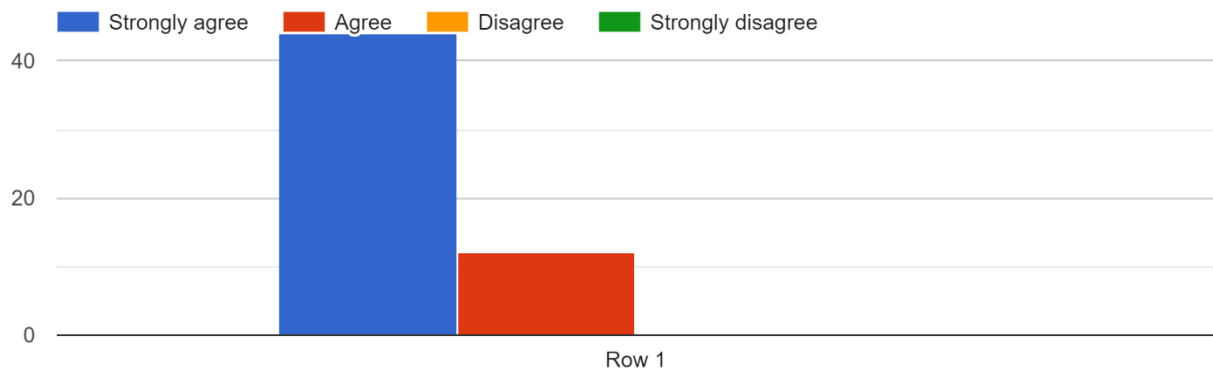
SEMINARY EXPERIENCE INVENTORY (SEI) DATA

Seminary Experience Inventory (SEI) 2019
56 responses

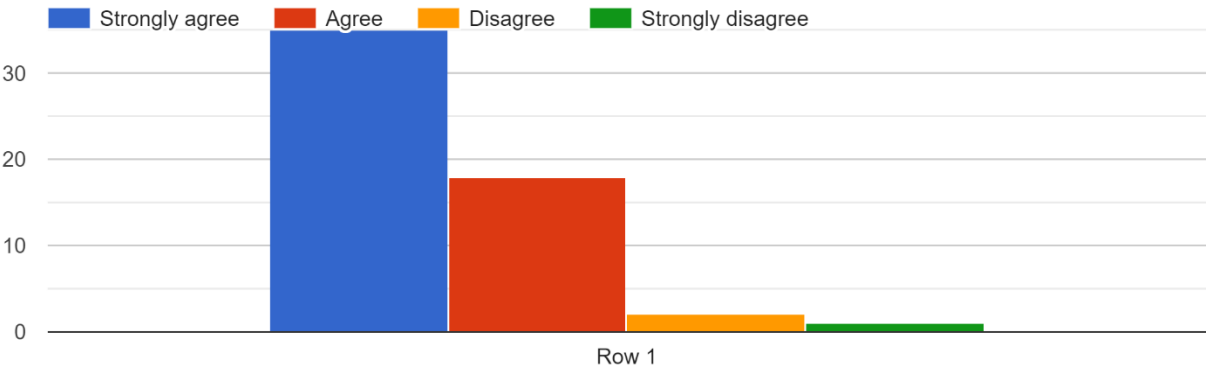
Overall I am pleased with my academic experiences at SES.



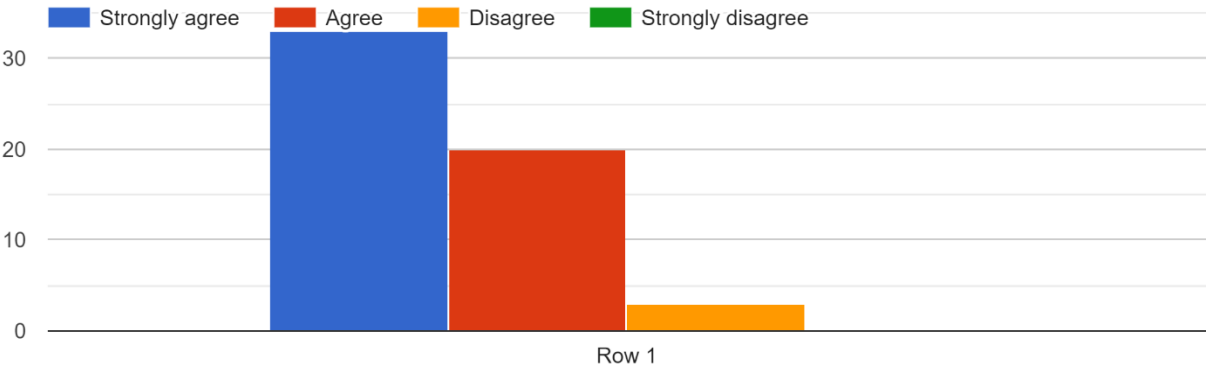
SES is achieving its mission and purpose.



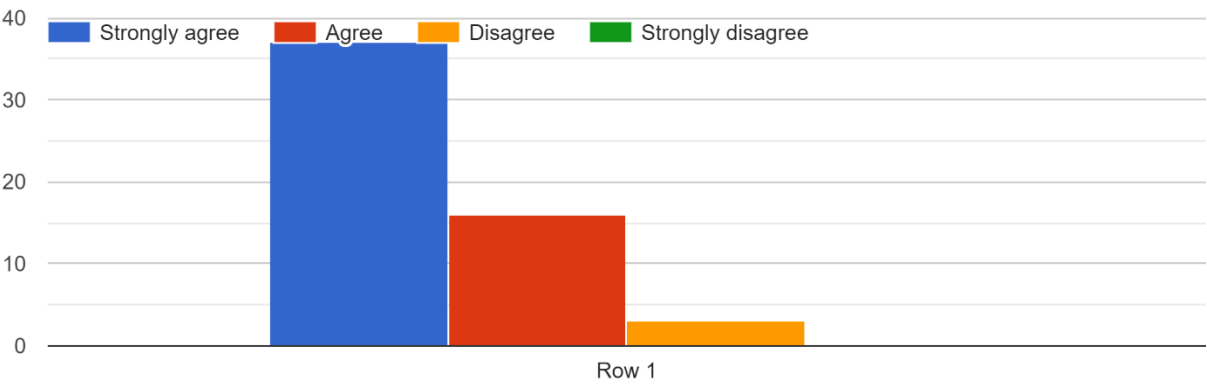
The administration of SES communicates important student matters to me.



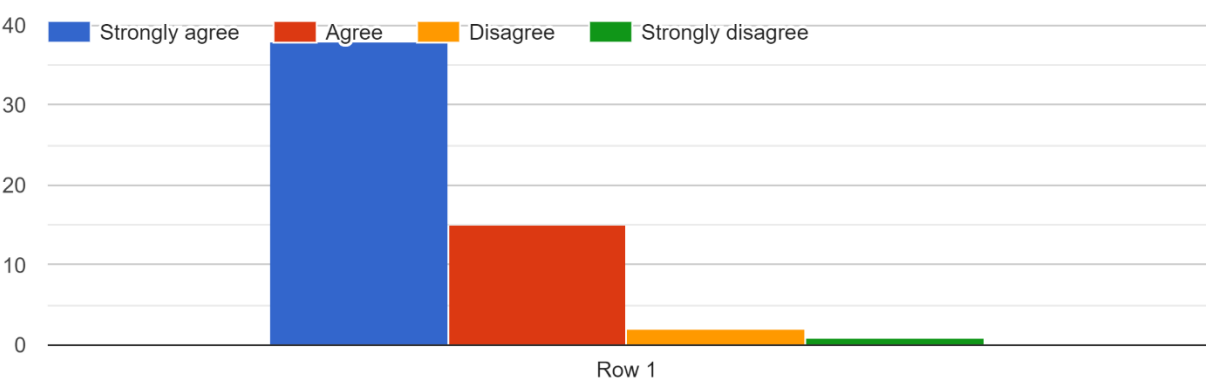
The classroom and/or online environment where I attend are conducive to my learning.



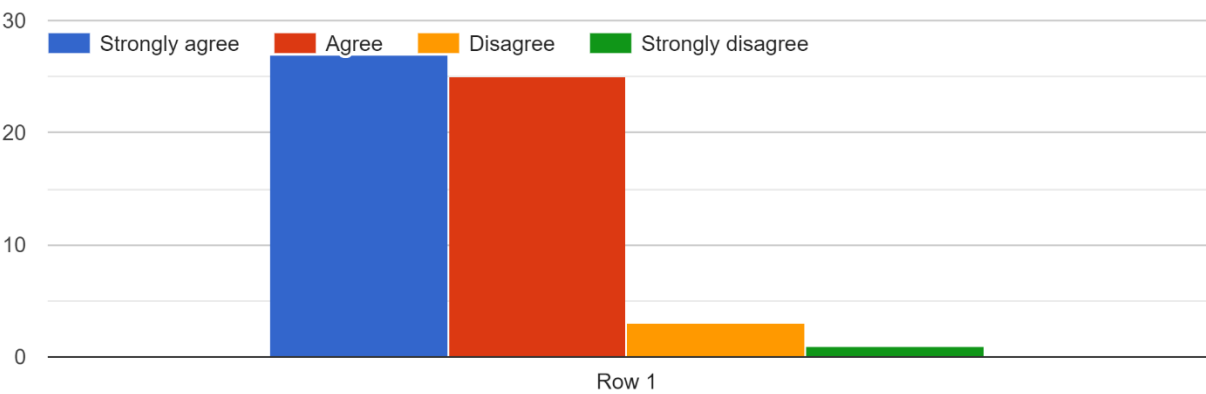
I am pleased with the faculty of SES.



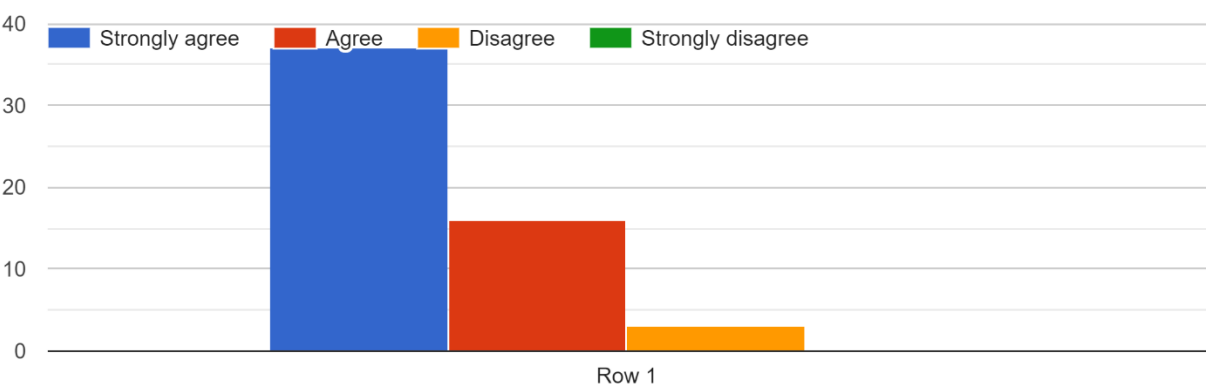
I am pleased with the administration of SES.



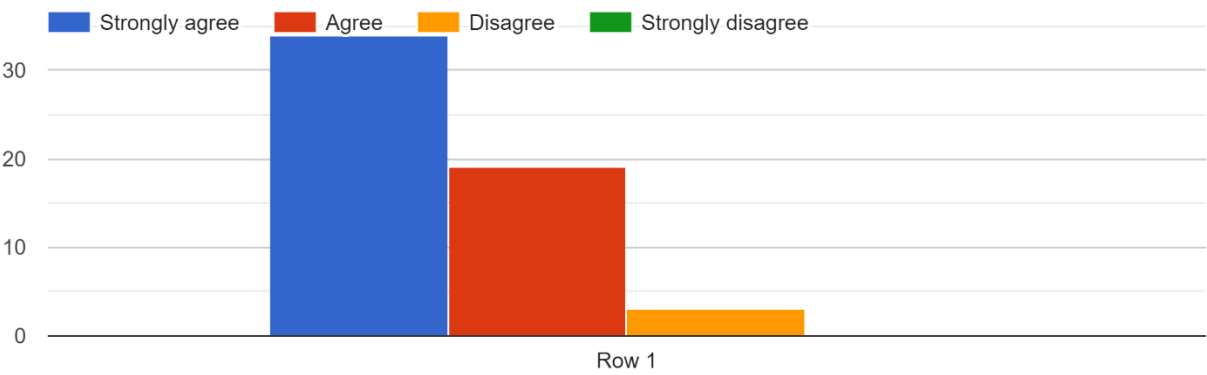
The morale among students is not a problem.



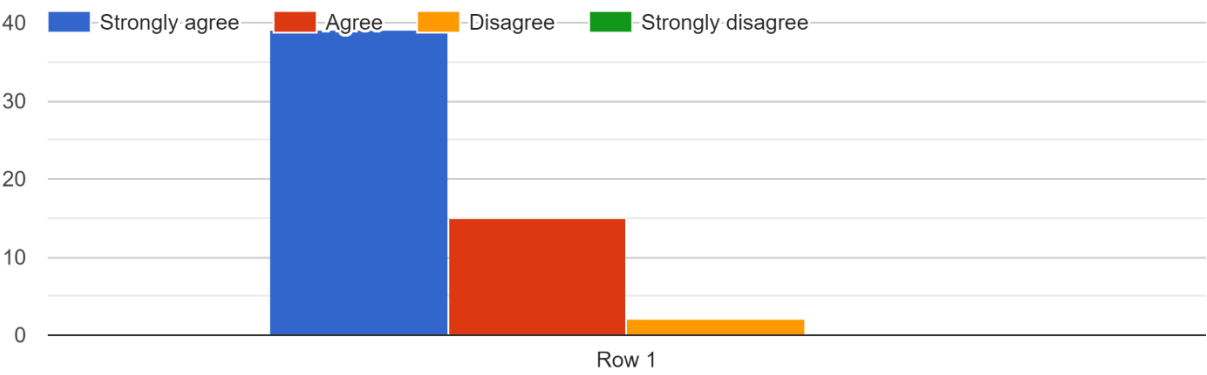
I do not hear many students complain about the administration at SES.



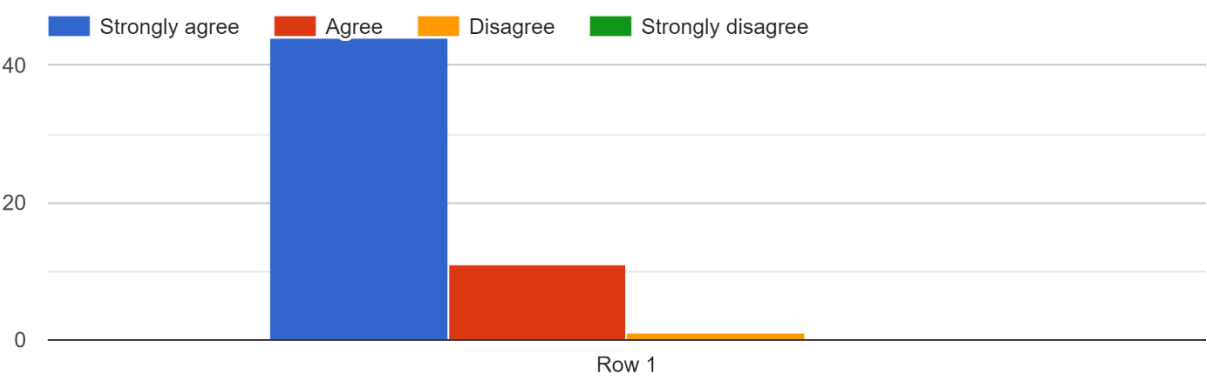
I do not hear many students complain about the faculty at SES.



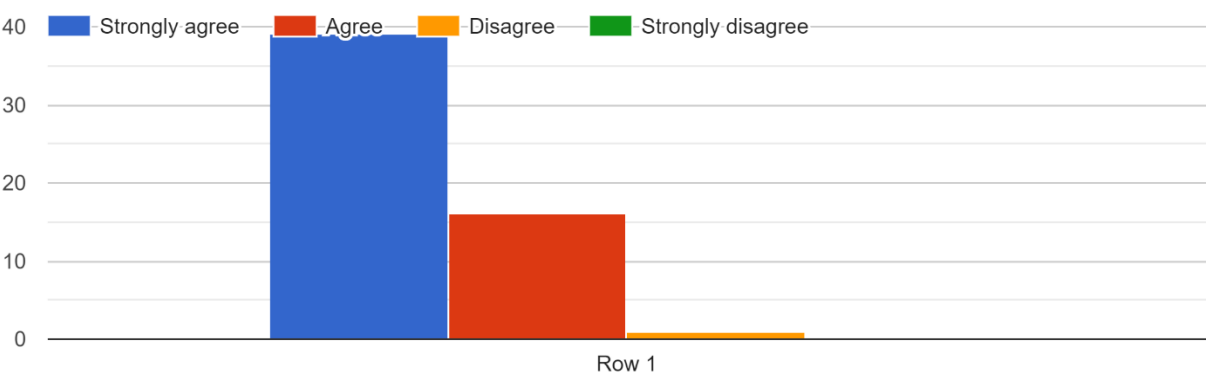
I feel a sense of loyalty to SES.



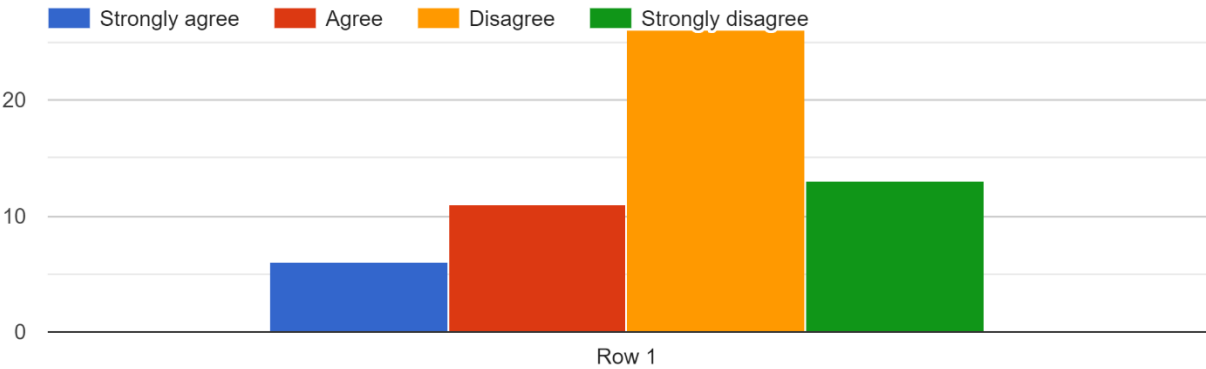
I find it easy to register for a class.



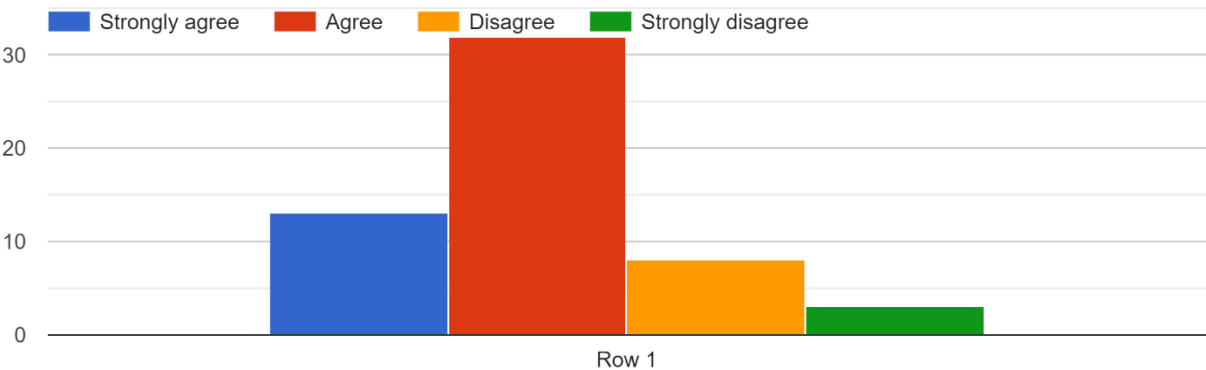
I find it easy to drop or add a class to my schedule.



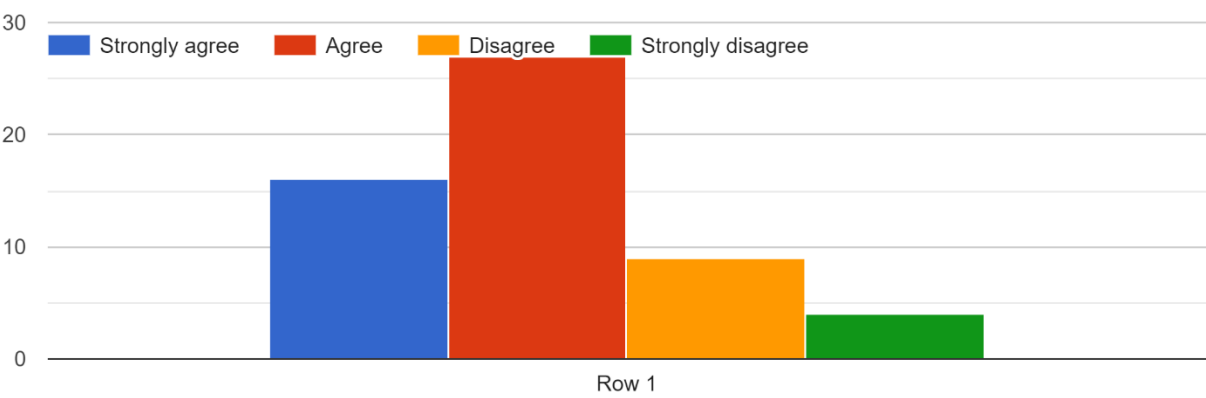
Dropping a class and withdrawing from a class is the same thing.



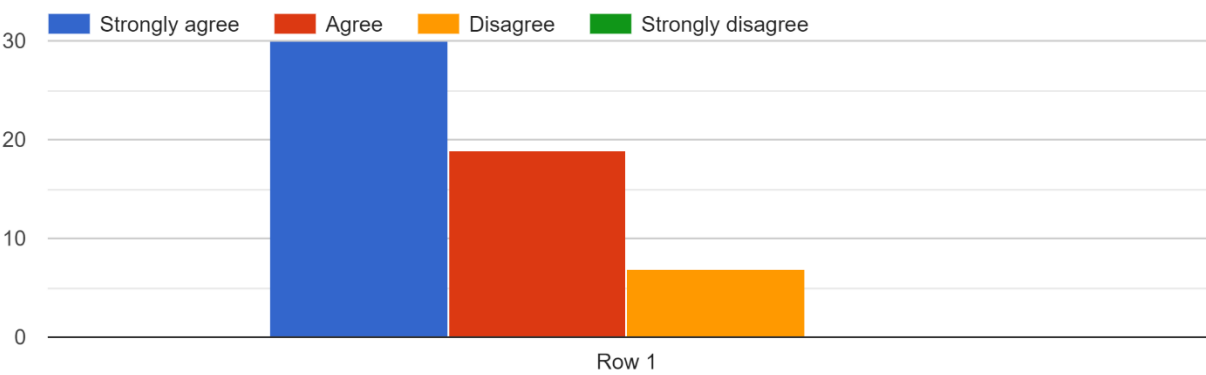
I find that the classes I need to complete my degree are available when I need them.



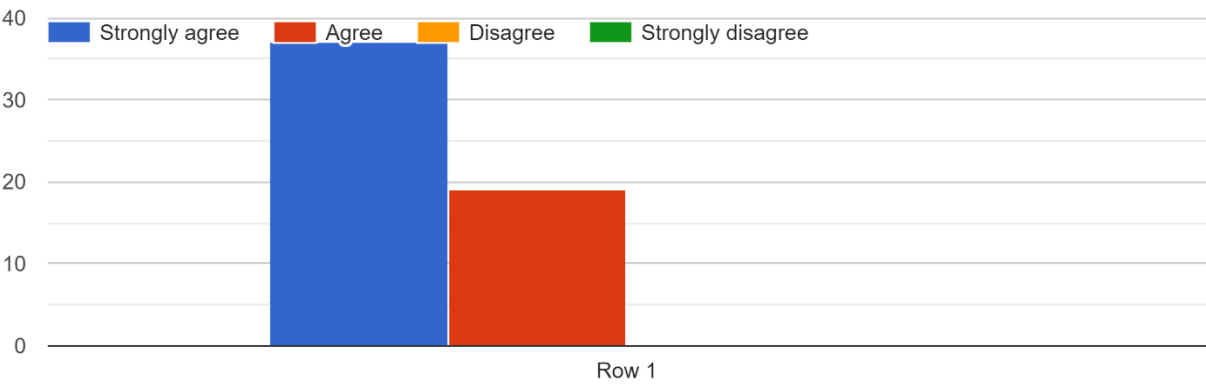
I am satisfied with the communication between faculty and students.



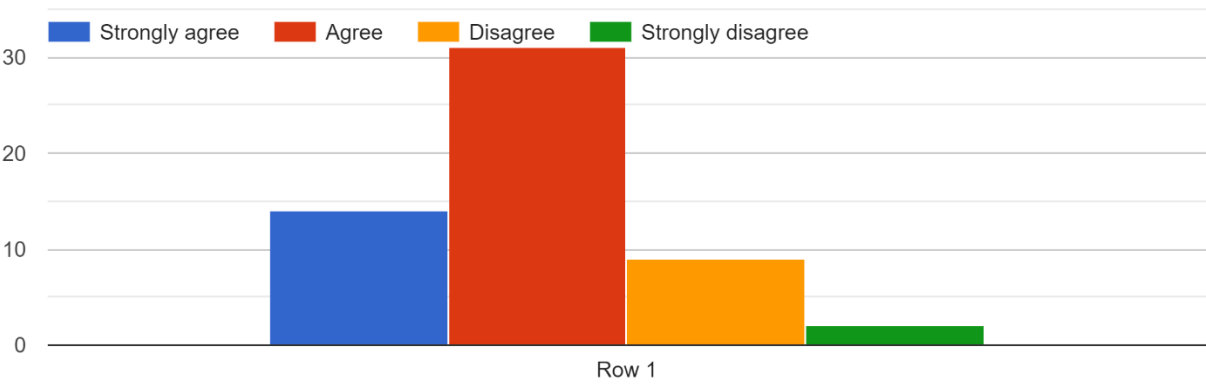
I am satisfied with the seminaries online course delivery system Moodle.



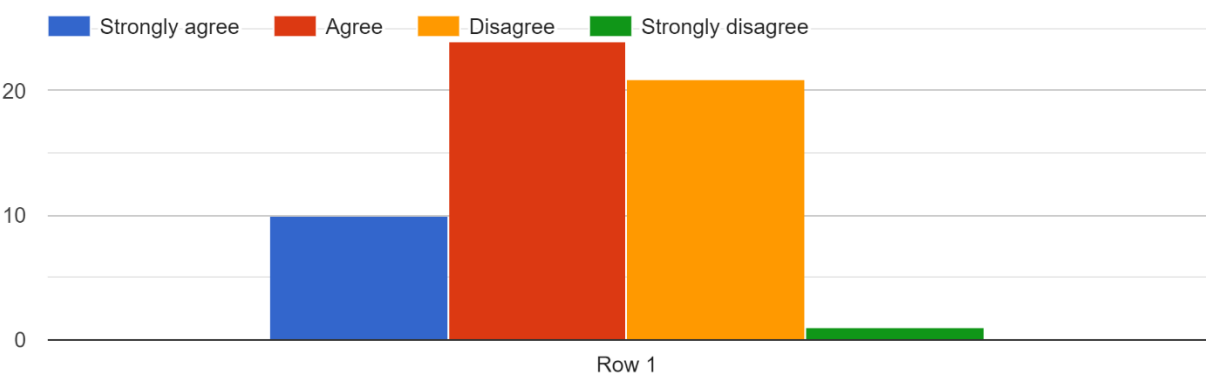
I can easily find out how much my tuition cost will be for a semester.



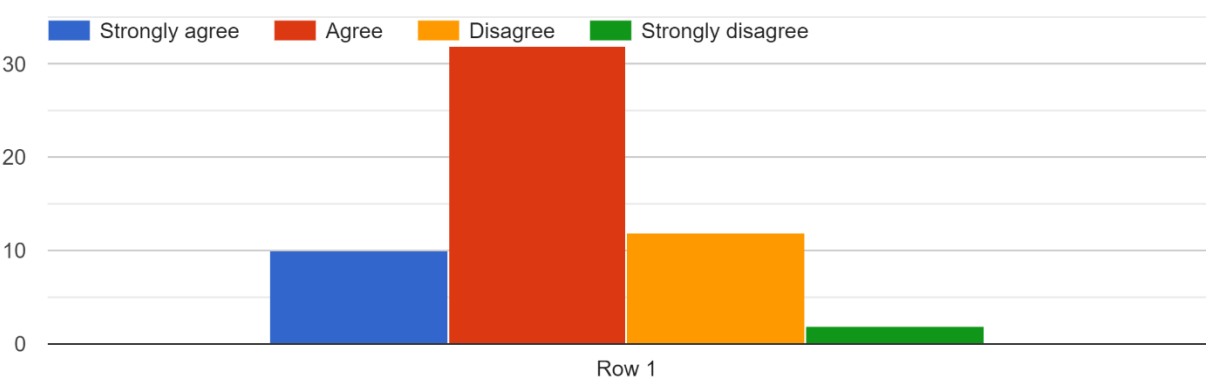
The social activities of SES meet my developmental needs.



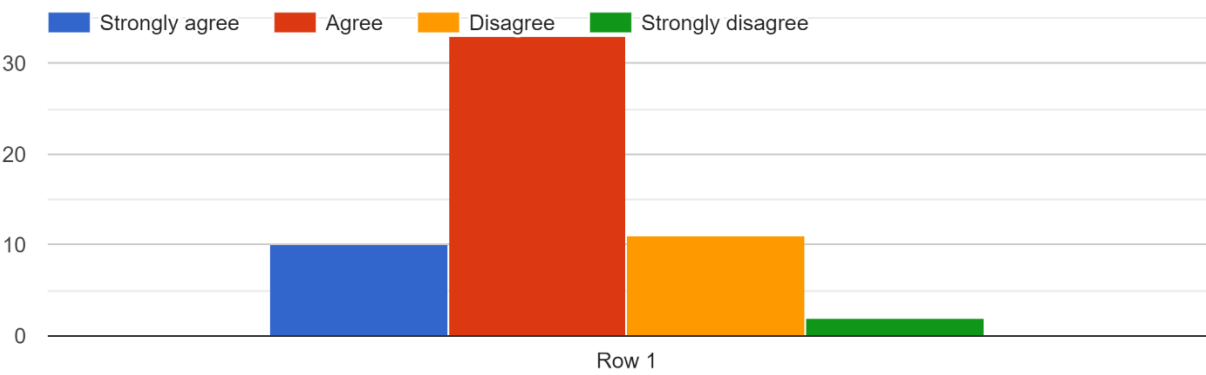
I am aware of socials for families that are held regularly at SES.



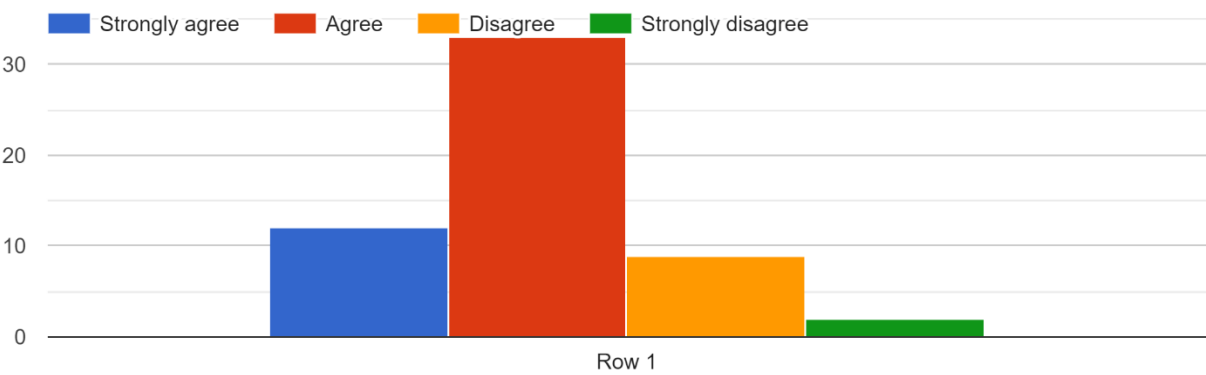
The school provides help to students that need to relocate in the Charlotte area.



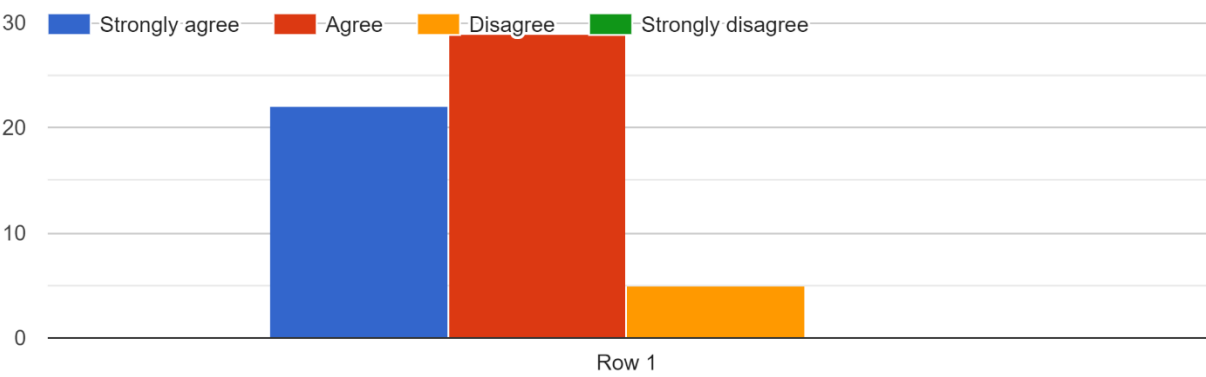
The school provides help to students that need employment in the Charlotte area.



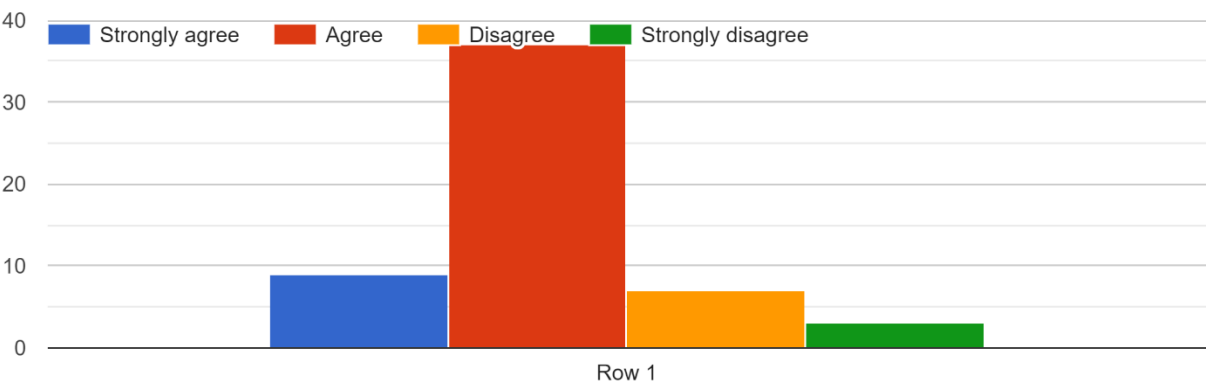
The school provides information on ministry opportunities in the Charlotte area.



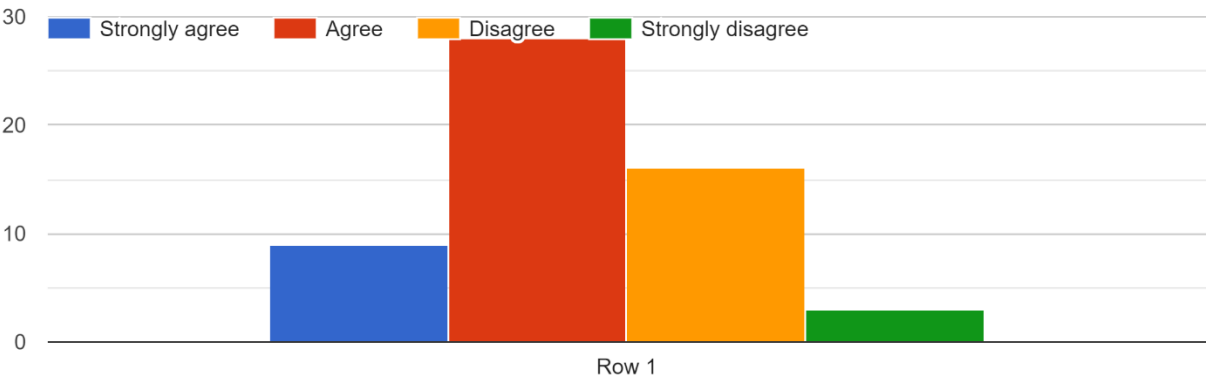
I know how to update my email and other directory information in Populi.



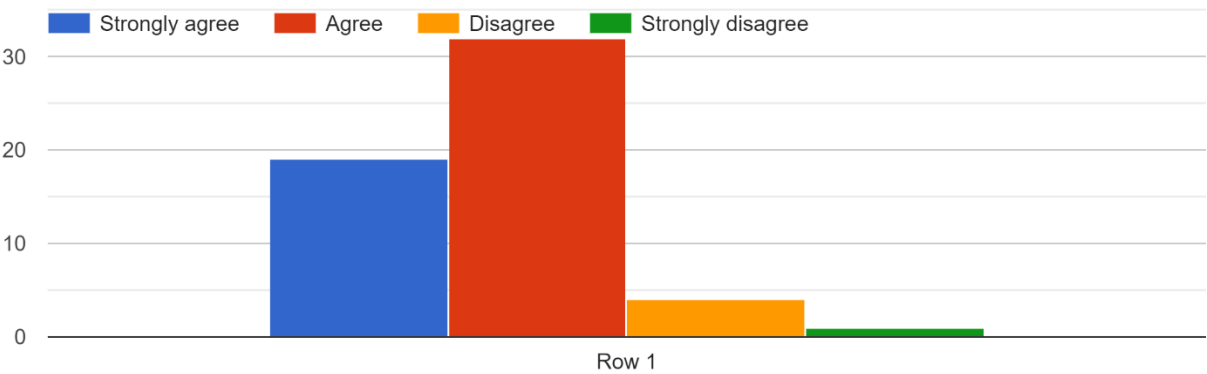
If I have a prayer request, I should submit it to the director of student services to get it in the seminary prayer list.



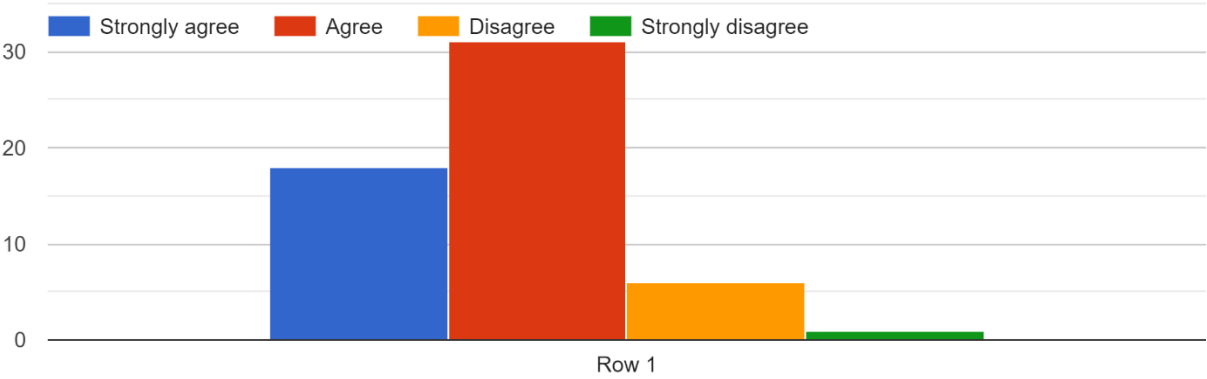
The director of student services sends me information related to volunteering to help out with events at the seminary.



I am pleased with the services of the library.



I find the library's resources to be adequate.



GRADUATING STUDENT INVENTORY (GSI)

Douglas E. Potter, D.Min.
Director of Institutional Effectiveness

Strengths

Most students are pleased with their experience at SES.

Most students would recommend SES to others.

Most students are part-time and take classes off campus.

Most students will be employed in ministry or pursue additional education after graduation.

Most students are employed full time while pursuing their SES education.

Most students rate their academic, spiritual and social experience as excellent or good.

Most students rate the safety of the camps as excellent or good.

Most students rate the responsiveness and services as excellent or good.

Most students rate the catalog, course management system and student information system as excellent or good.

Most students rate the courses and professors as excellent or good.

Most students strongly agree or agree that SES is achieving its institutional objectives.

Weaknesses

Most students do not know/receive weekly or regular communications for student services.

Awareness of social events for students/families could be improved.

Make suggestions for improvement relevant to the following areas:

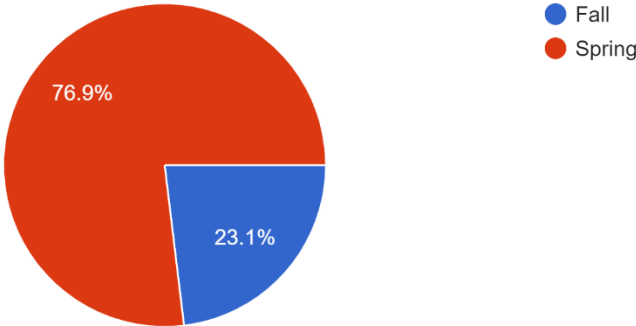
Department/Area	Suggestions	Person/Group Responsible
Director of Student Services/Dean of Students	Increase communications with students regarding oncampus events.	Dean of Students

GRADUATING STUDENT INVENTORY (GSI) DATA

Graduating Student Inventory (GSI)
13 responses

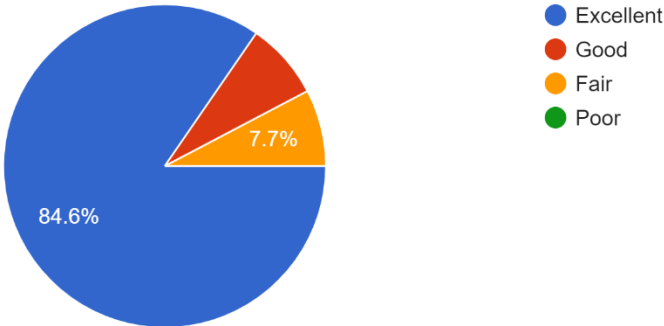
At the end of which semester did you graduate?

13 responses



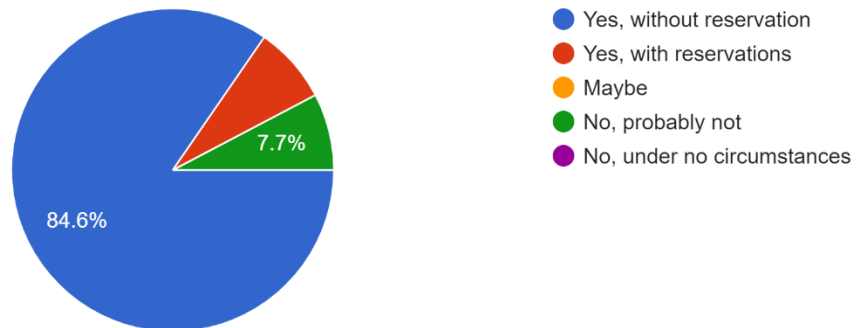
In general, how would you rate your overall experience at SES?

13 responses



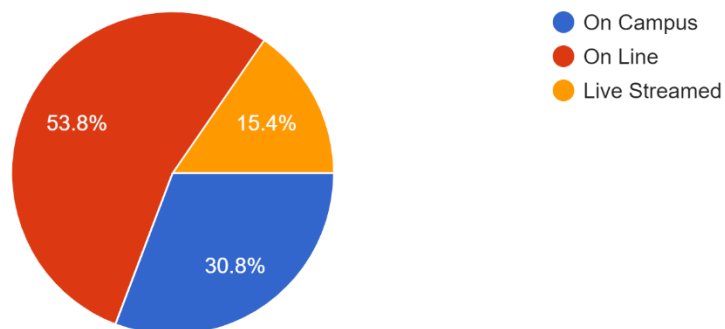
Would you recommend SES to a friend considering a seminary program?

13 responses



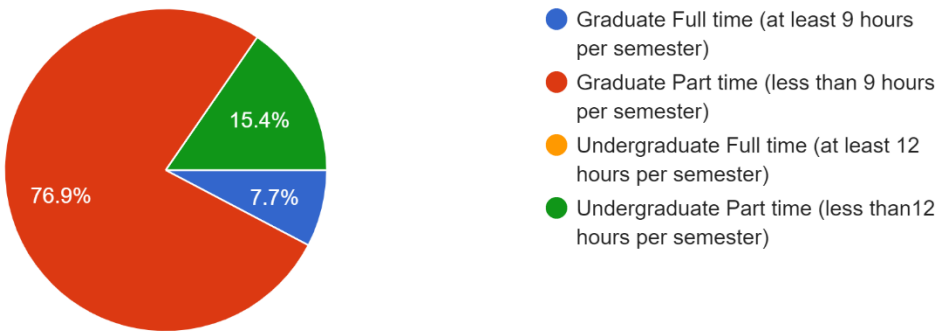
How were the majority of your classes taken?

13 responses



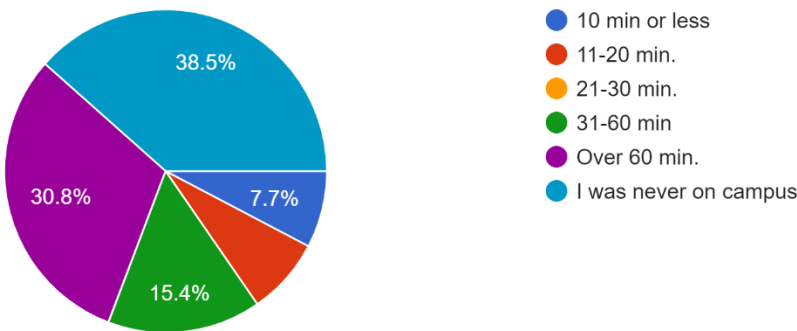
While attending SES were you usually a full-time or part time student

13 responses



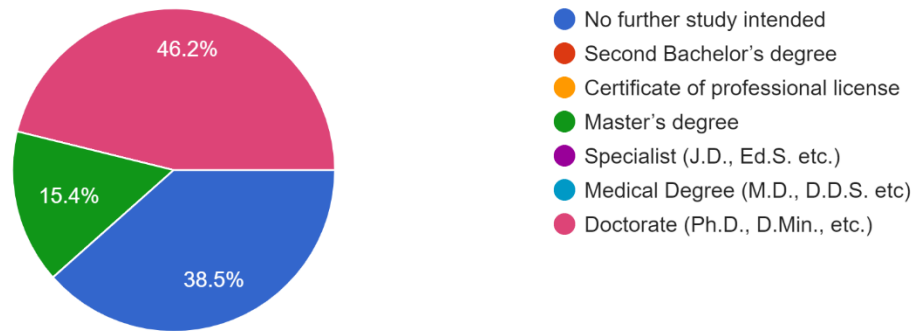
How long was your usual commute to the SES campus?

13 responses



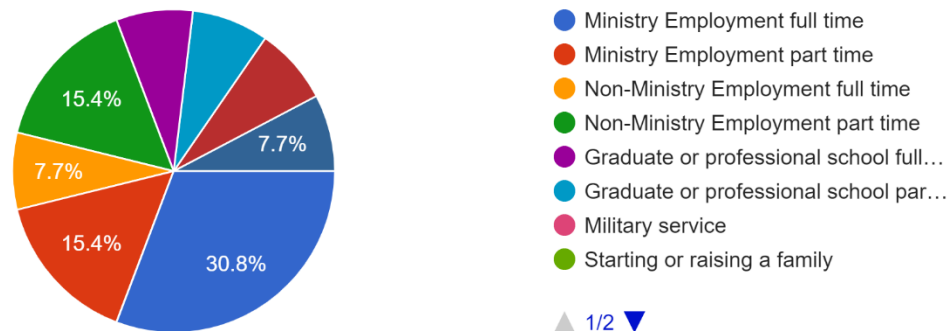
What will you likely be doing after graduation?

13 responses



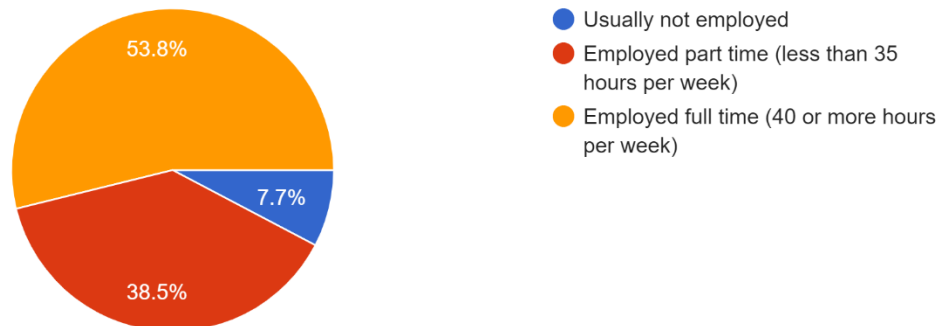
What will you likely be doing after graduation?

13 responses



While taking classes at SES what was your employment status?

13 responses



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.¹³

responses

I am a Mormon

Molokai Baptist Church, Hoolehua, HI

CRU, may be running for political office

No applicable

CFI-Jerusalem

N/A

St. Theodore's Anglican Chapel

Sigsbee Church of Christ

Biblical Studies Center

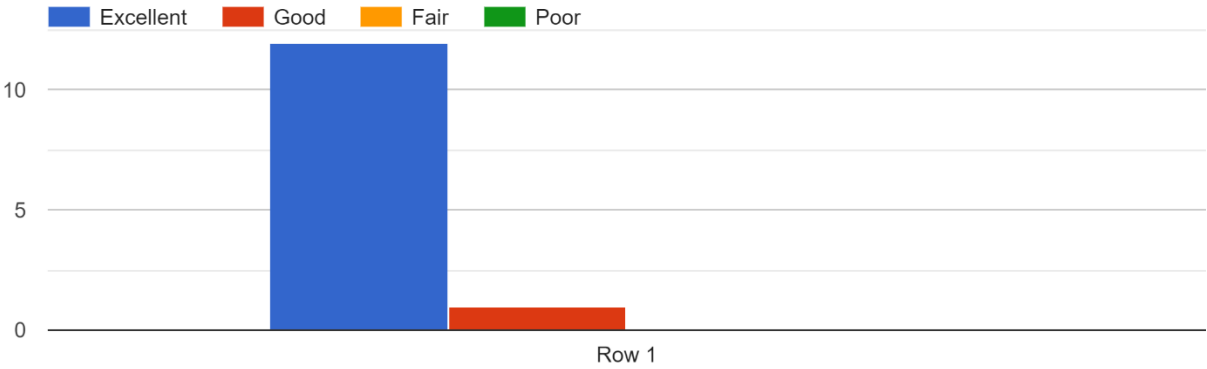
Not available

I teach the Bible at Grace Church, Chapel Hill, NC and am a part time adjunct instructor at Grace College of Divinity, Fayetteville, NC

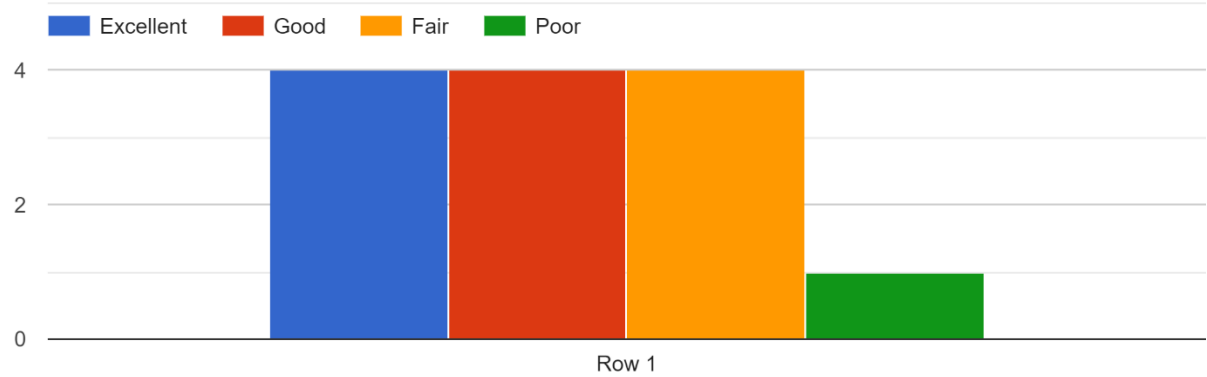
Southwestern Baptist Theological Seminary

Local church

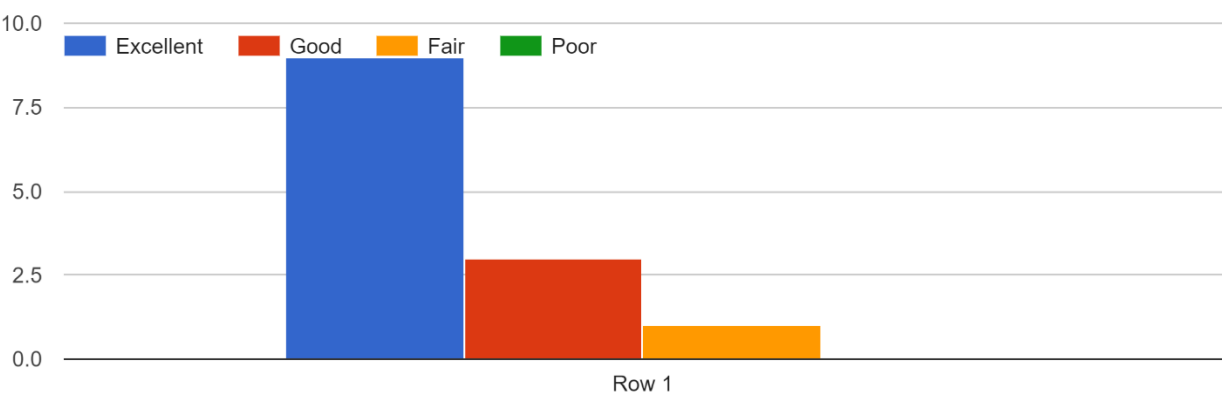
Your academic experience



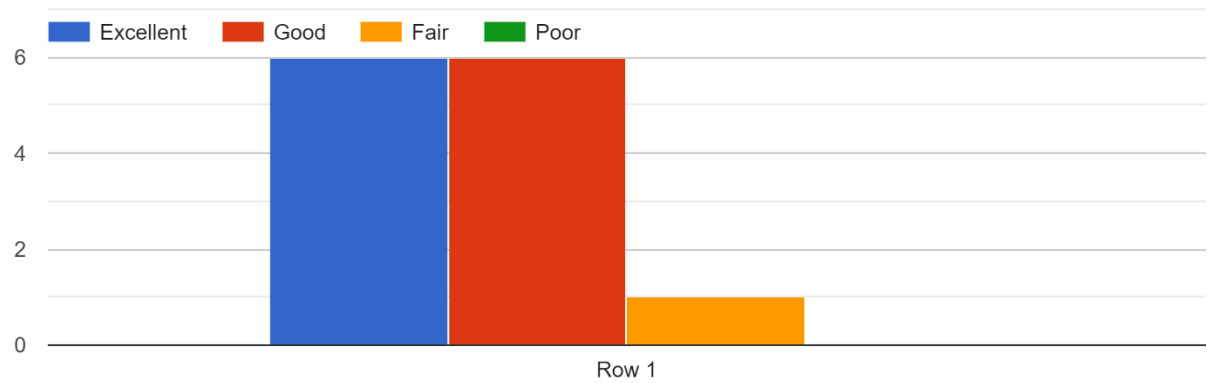
Your social experience



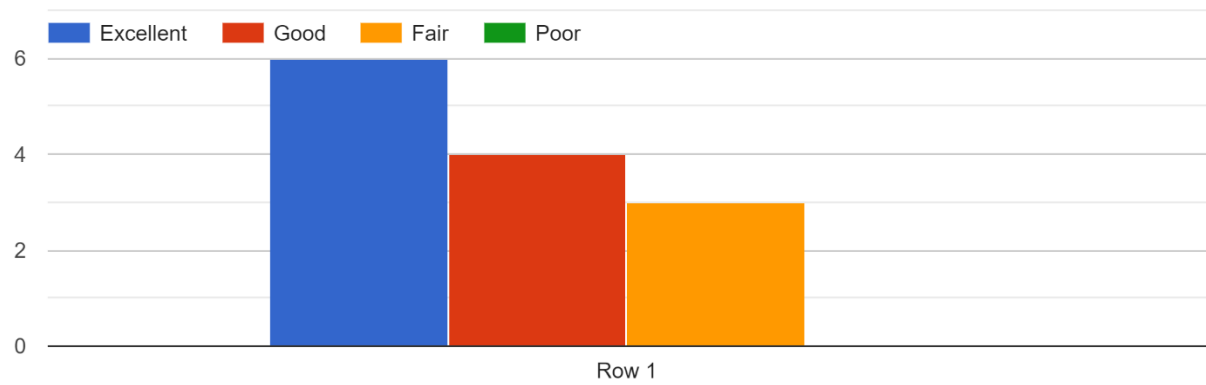
Your spiritual experience



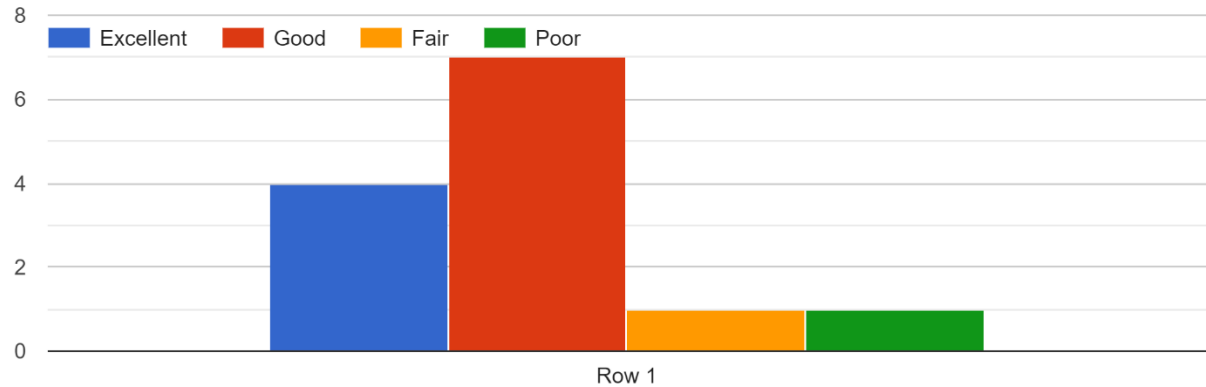
Safety measures on campus



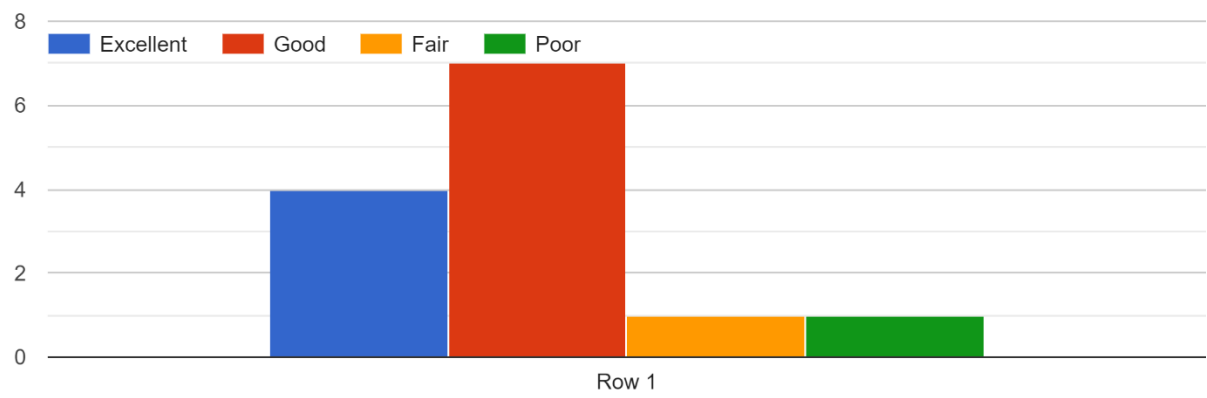
Responsiveness to student academic problems



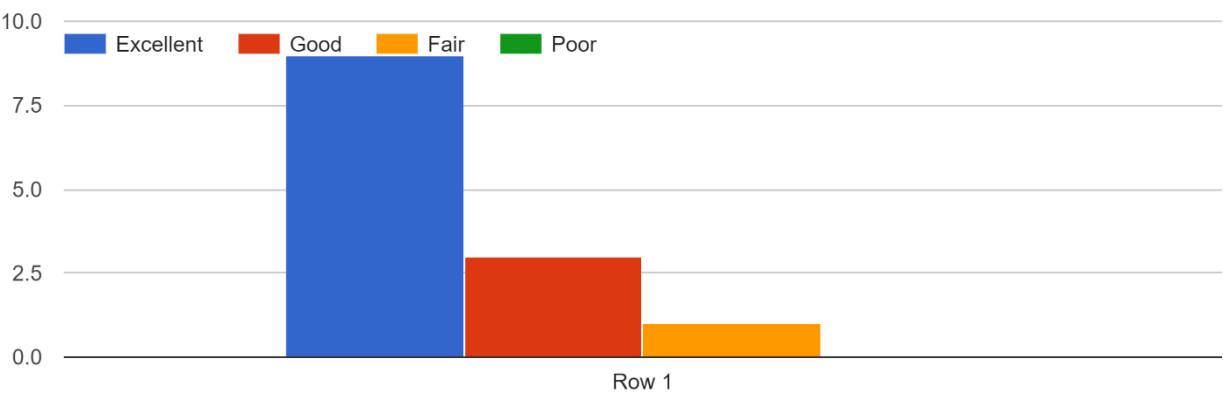
Student services



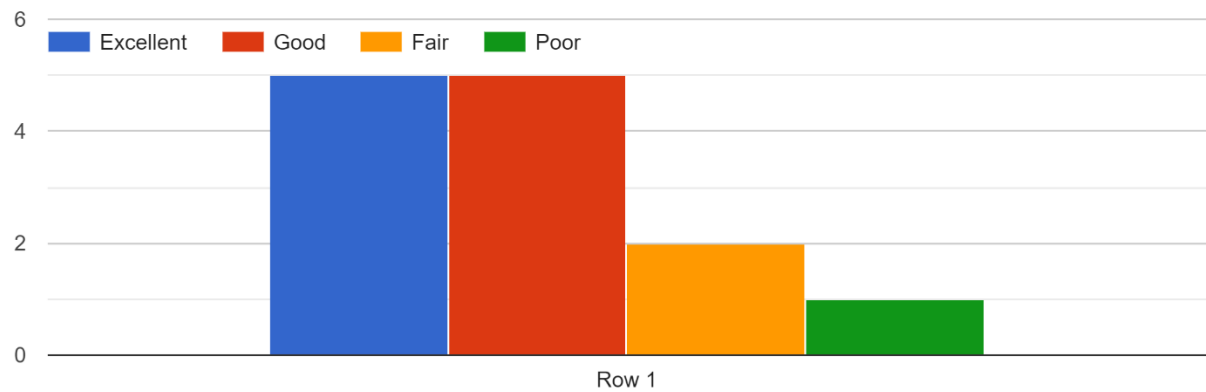
Student services



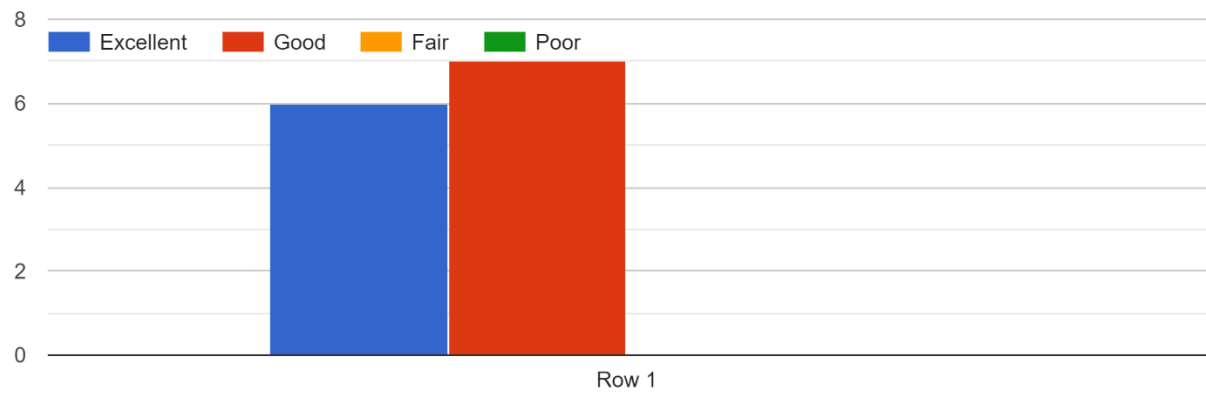
Registrar services



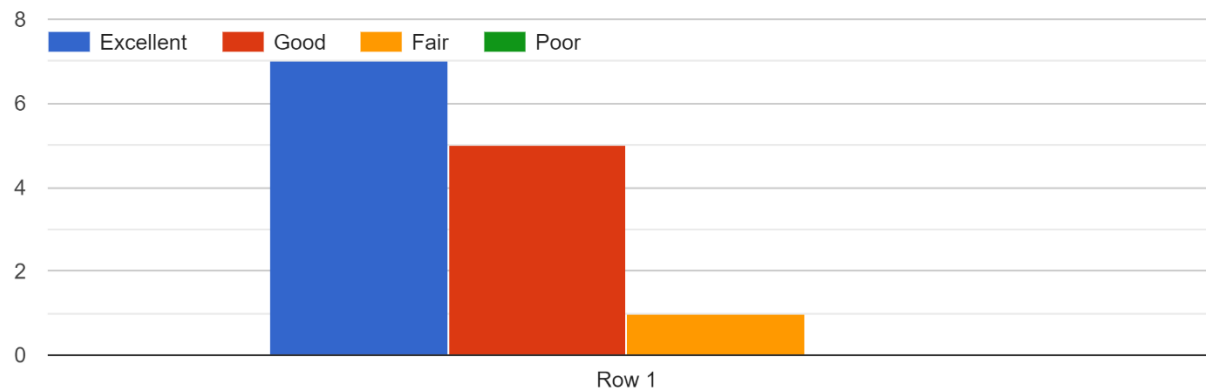
Academic advising



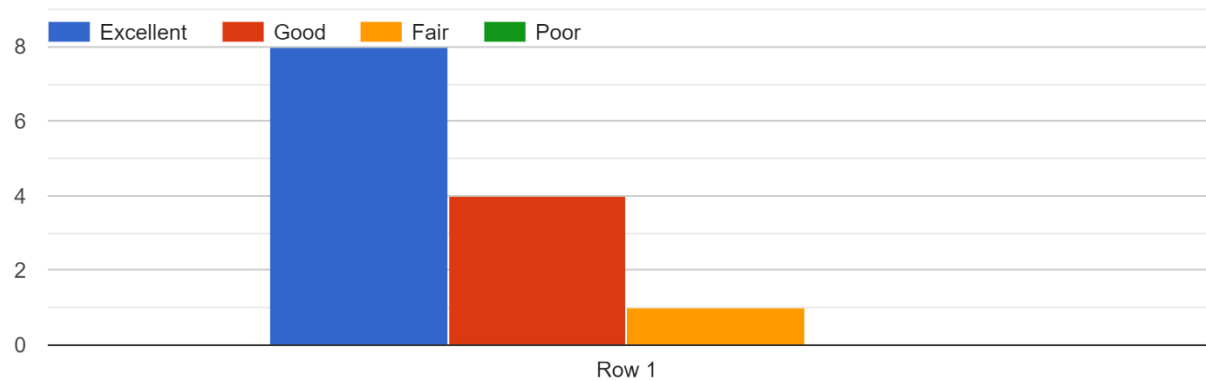
Library services



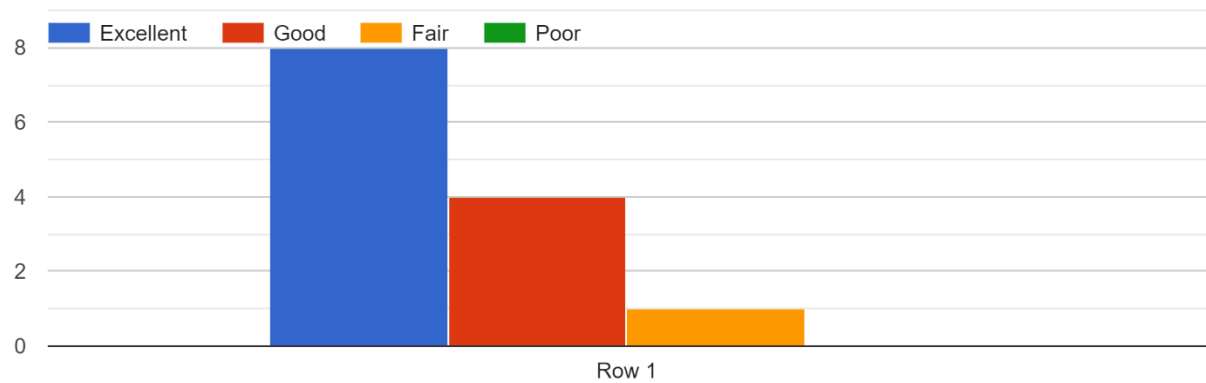
SES Academic Catalog



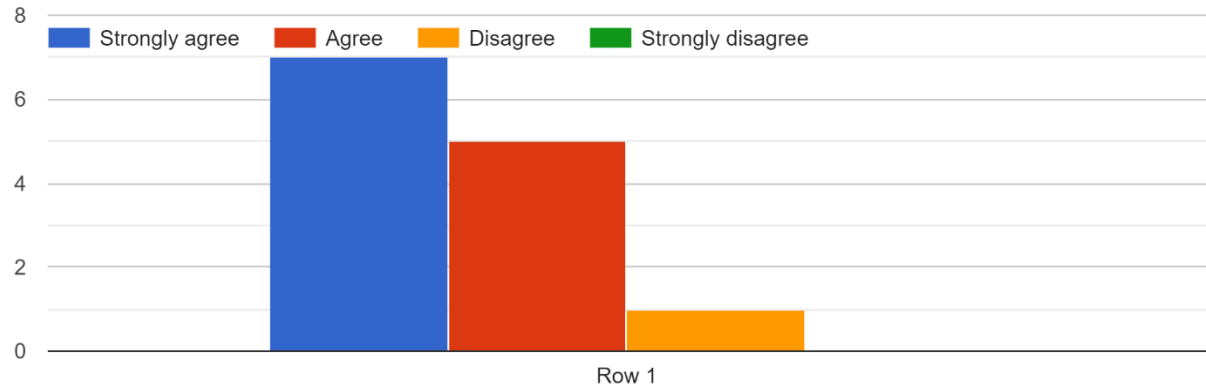
Student information system on Populi



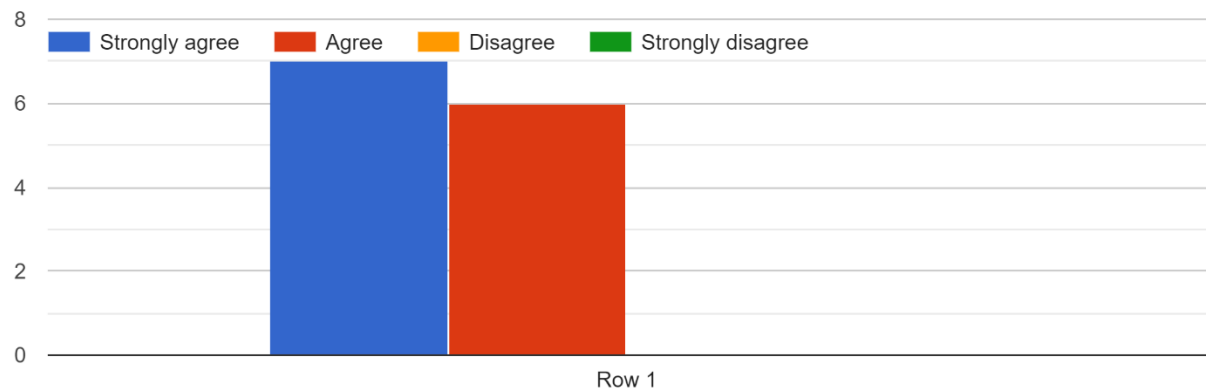
Course delivery system on Moodle



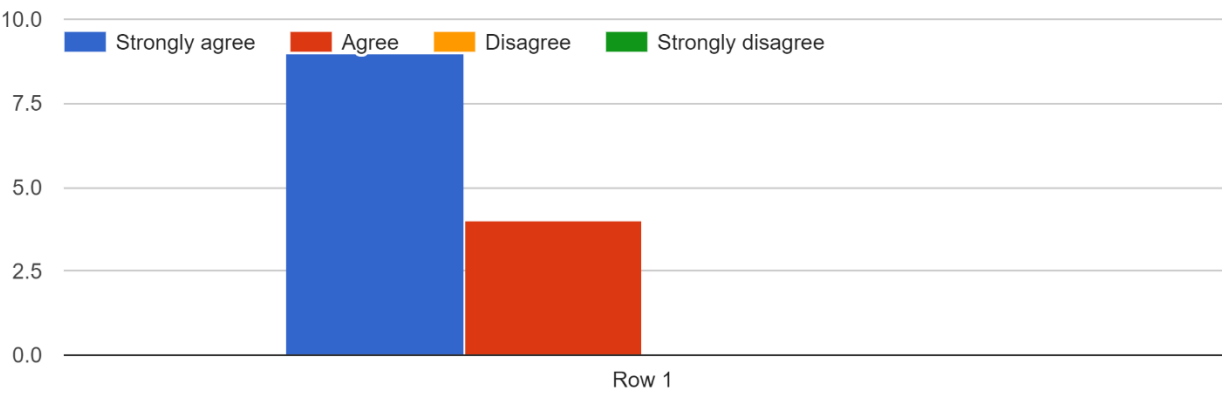
The courses I needed were available.



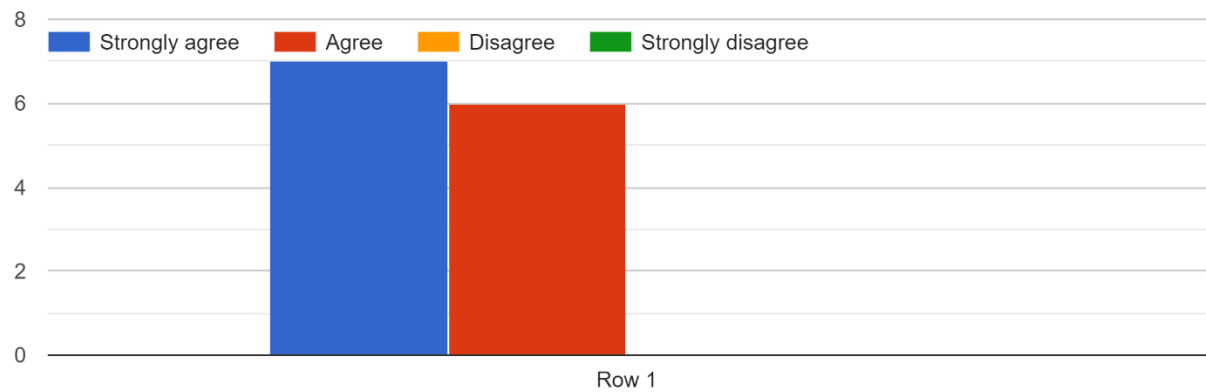
The elective courses offered met my interests.



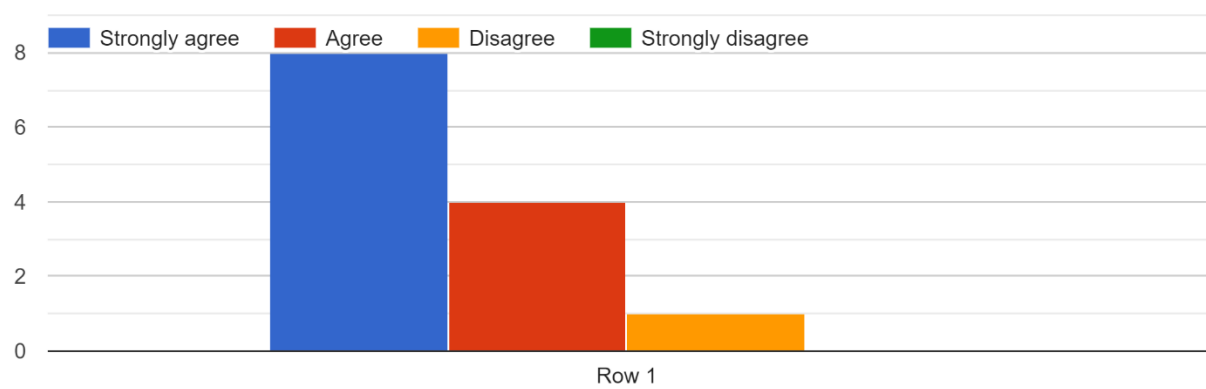
My professors were good teachers.



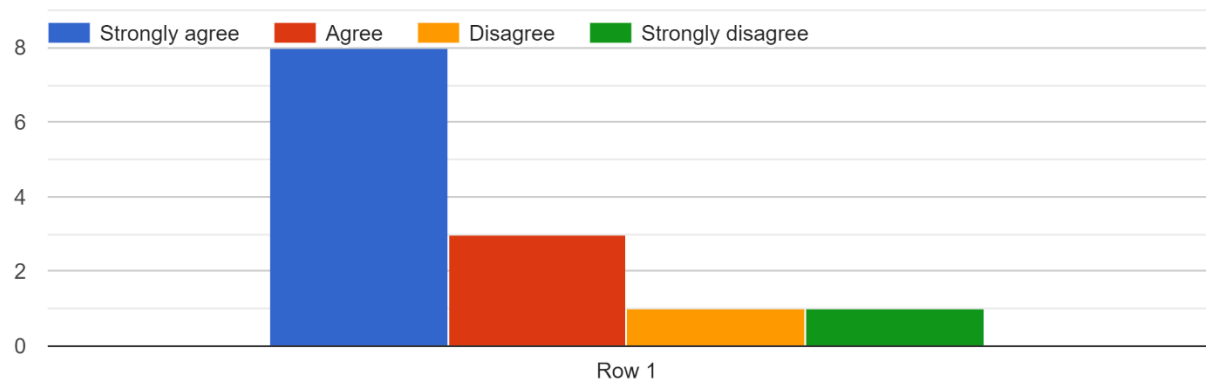
My professors were available for help outside of class.



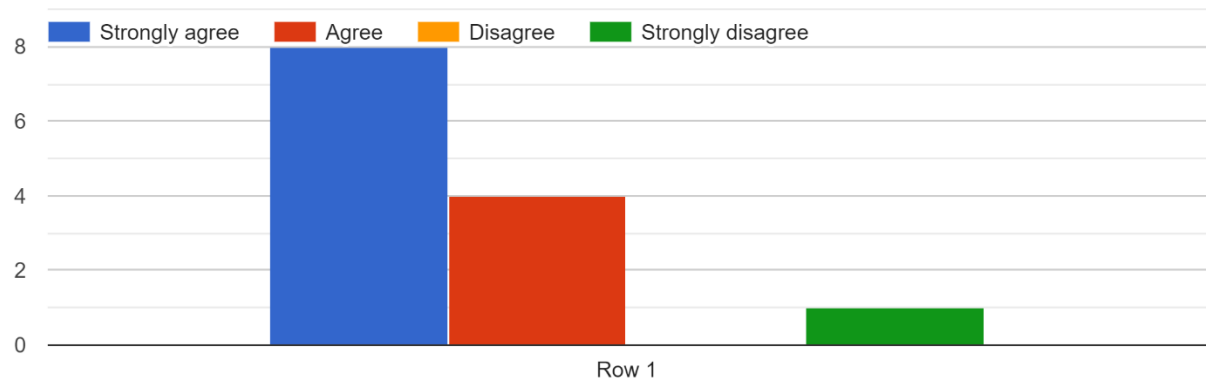
The staff answered questions in a timely manner.



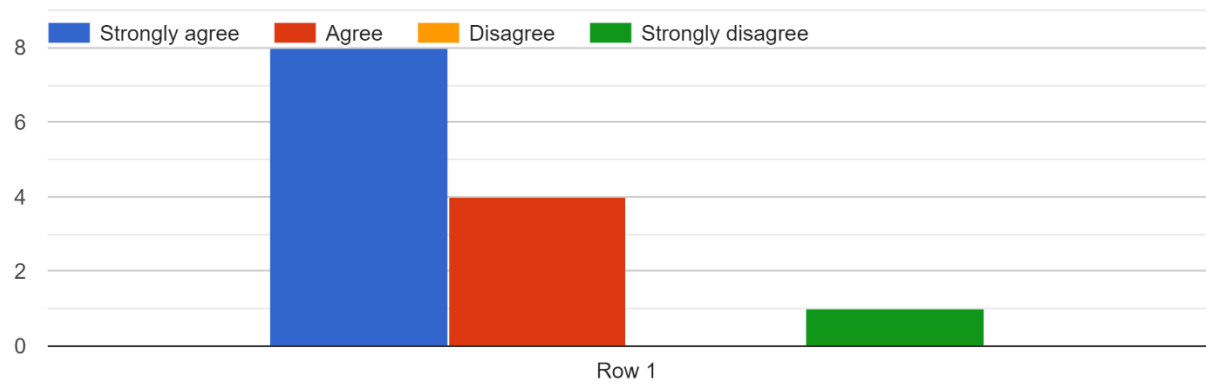
My adviser was helpful



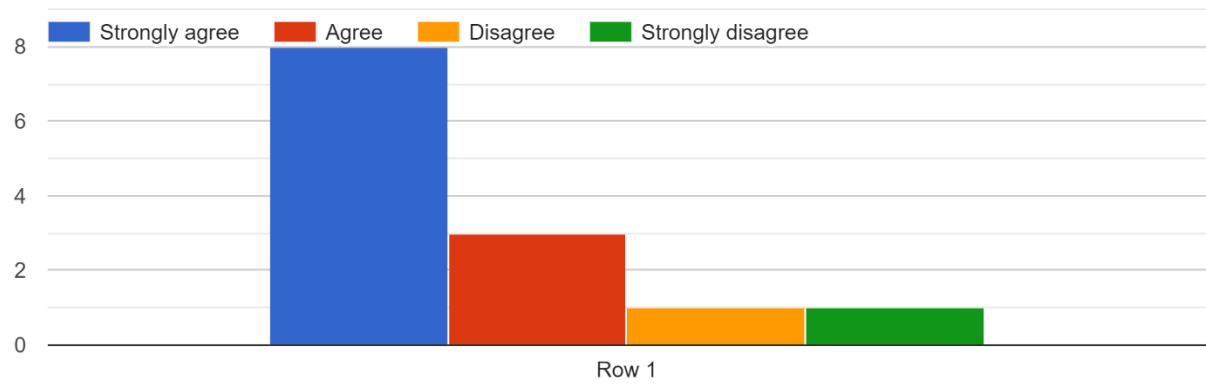
My adviser was knowledgeable



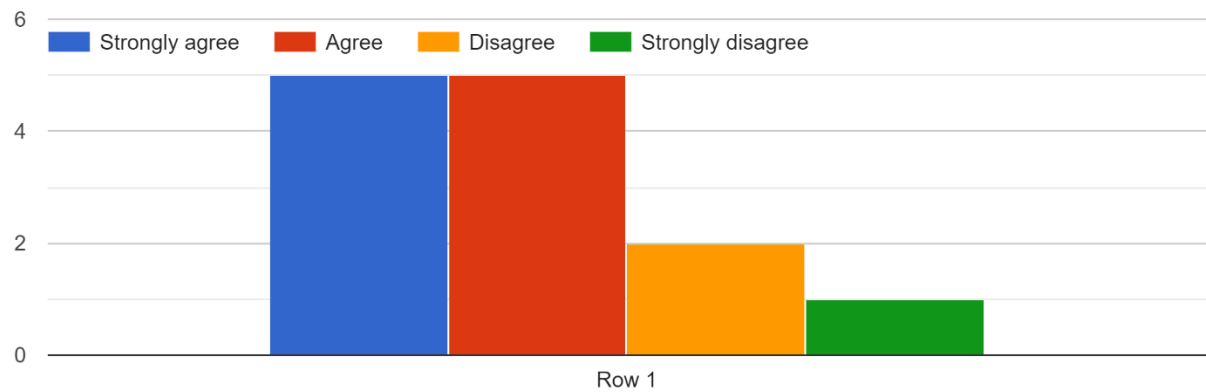
My adviser was available during office hours.



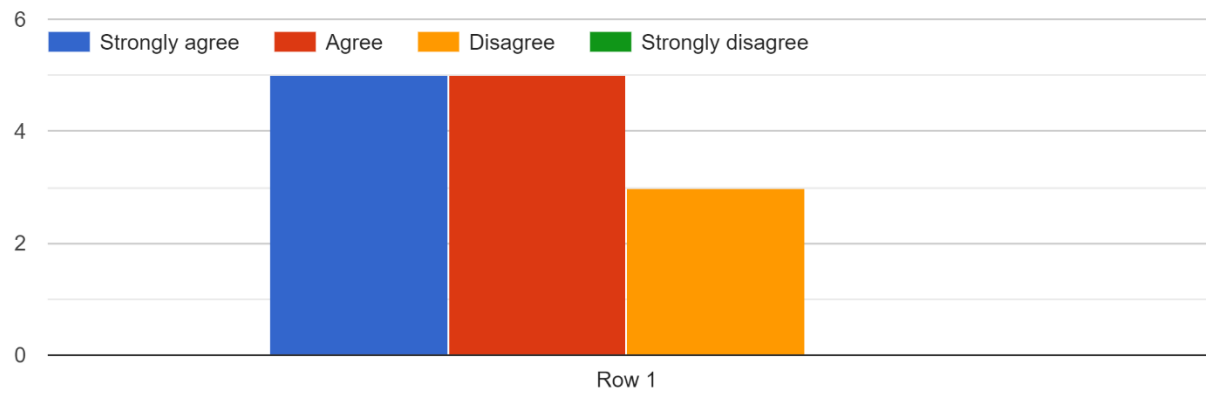
Advice I received was useful to my educational goals.



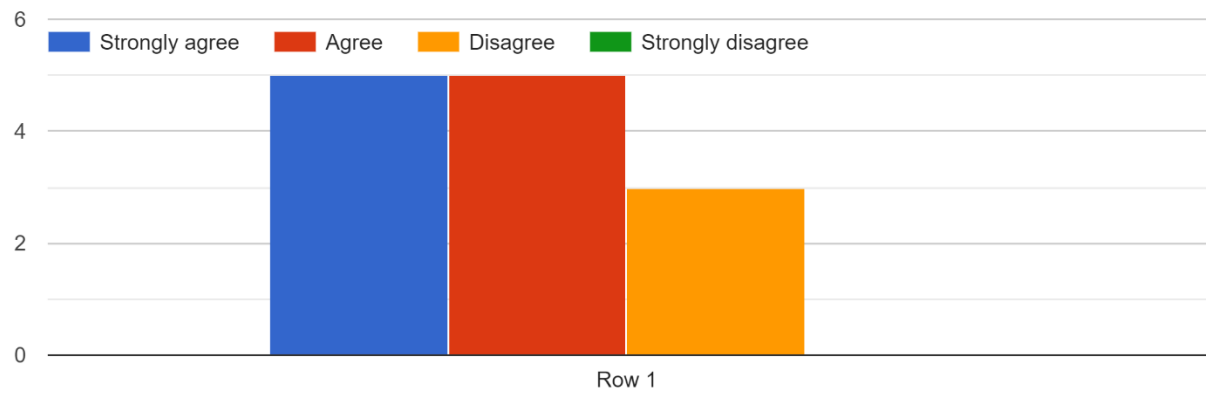
Advice I received was useful to my career goals.



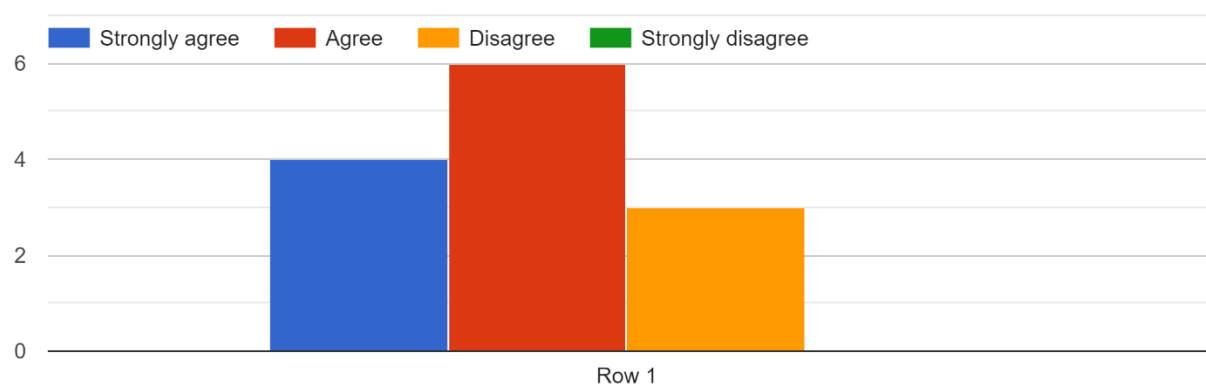
I could ask a faculty member for a letter of recommendation.



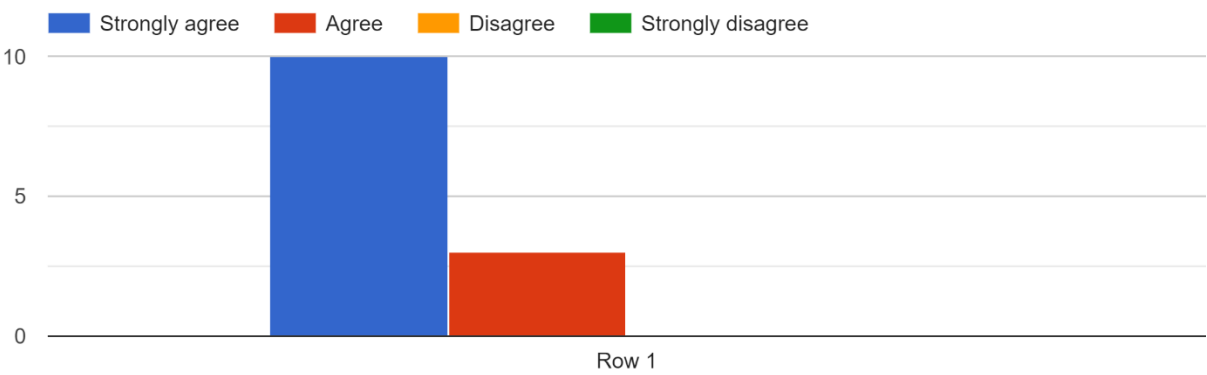
I could ask a faculty member about a career decision.



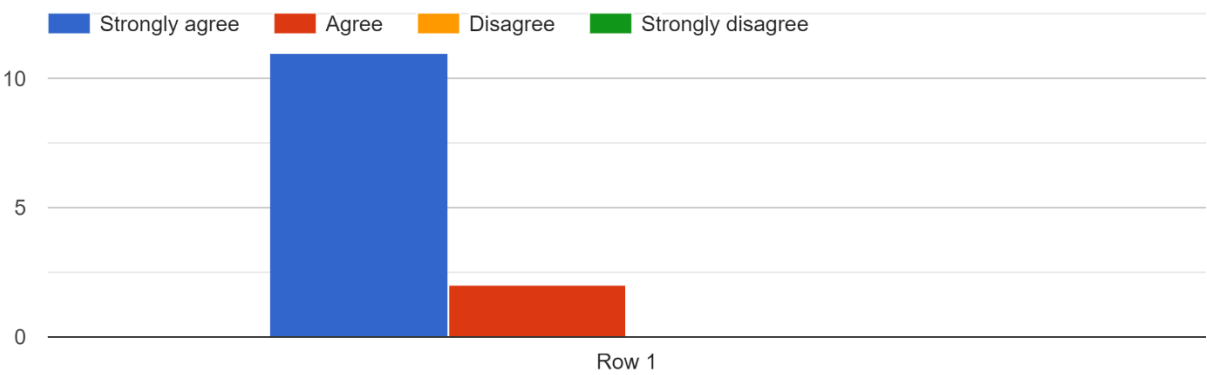
I could ask a faculty member about a personal decision.



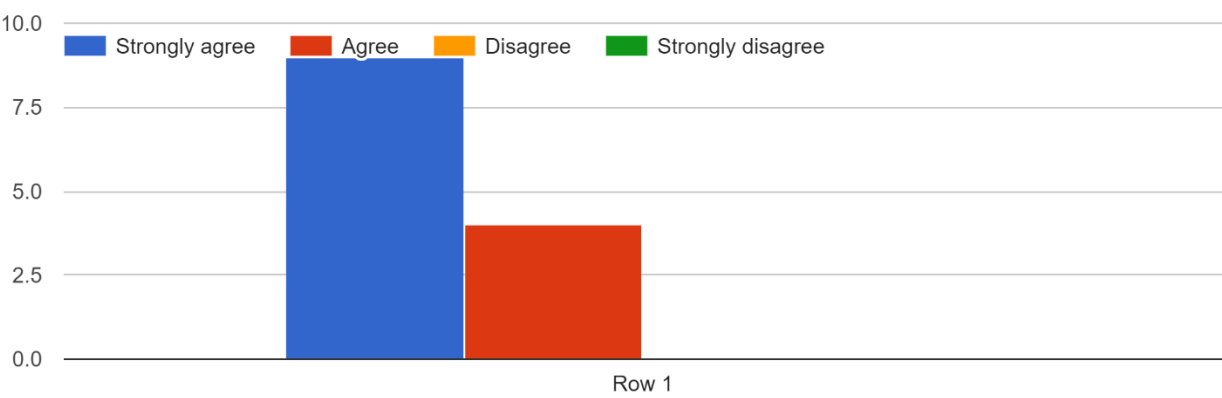
I increased in my understanding of the Bible and doctrines of the historic Christian faith.



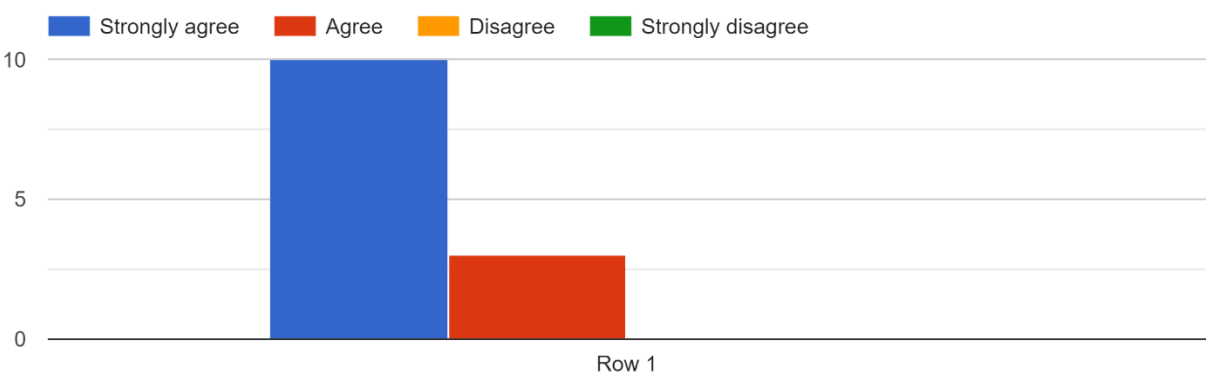
I developed an ability to defend the Bible and the doctrines of the historic Christian faith.



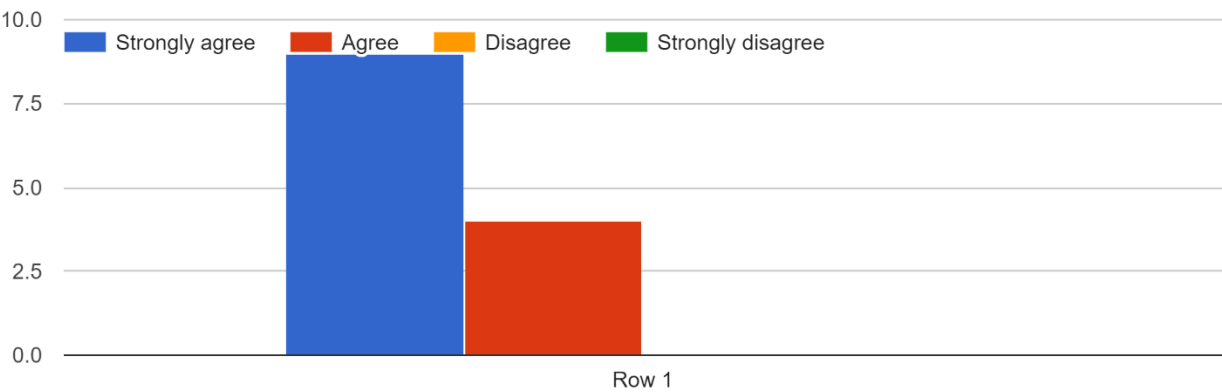
I developed a Christian worldview that recognized all truth as God’s truth.



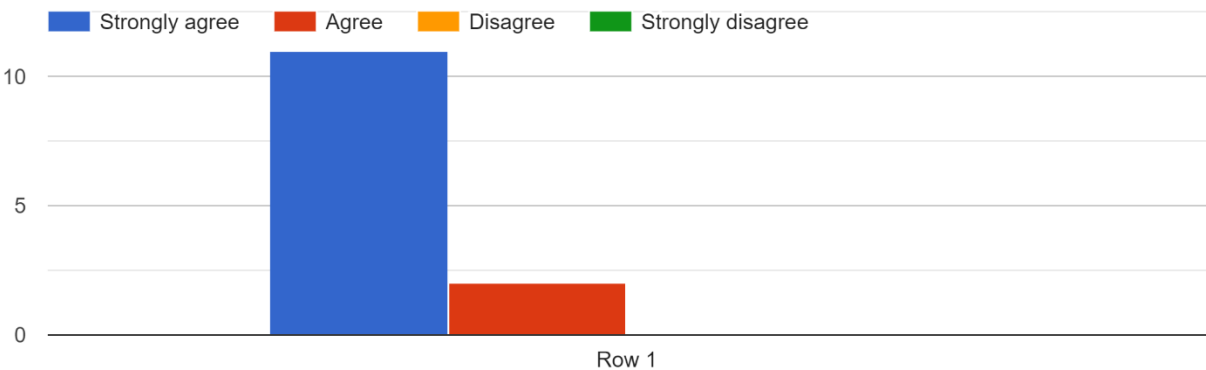
I increased in my ability to understand and evaluate moral issues from a biblical perspective.



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



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



ALUMNI SURVEY DATA

Constant Contact Survey Results

Survey Name: Alumni Survey 2016

Response Status: Partial & Completed

Filter: None

Jul 14, 2016 11:54:55 AM

1. Which degree program were you in?

	Number of Response(s)	Response Ratio
Diploma Religious Studies	2	5.2%
Bachelor of Arts in Religious Studies (BA)	3	7.8%
Master of Arts in Religion (MAR)	9	23.6%
MA Apologetics	7	18.4%
MA Philosophy	5	13.1%
MA Biblical Studies	2	5.2%
MA Church Ministries	1	2.6%
MDiv Apologetics	3	7.8%
MDiv Biblical Studies	1	2.6%
Master of Theology (ThM)	0	0.0%
Doctor of Ministry (DMin)	8	21.0%
Doctor of Philosophy (PhD)	1	2.6%
Certificate (Undergraduate)	0	0.0%
Certificate (Graduate)	0	0.0%
Other	1	2.6%
Total	38	100%

2. Age range

	Number of Response(s)	Response Ratio
19-25	2	5.2%
26-30	5	13.1%
31-40	13	34.2%
41-50	8	21.0%
51-60	7	18.4%
Over 60	3	7.8%

Other	0	0.0%
Total	38	100%

3. Gender

	Number of Response(s)	Response Ratio
Male	33	86.8%
Female	4	10.5%
No Responses	1	2.6%
Total	38	100%

4. Marital Status

	Number of Response(s)	Response Ratio
Single	4	10.5%
Married	34	89.4%
Widowed	0	0.0%
Separated	0	0.0%
Divorced	0	0.0%
Other	0	0.0%
Total	38	100%

5. Did you receive financial aid through SES?

	Number of Response(s)	Response Ratio
Yes	3	7.8%
No	33	86.8%
No Responses	2	5.2%
Total	38	100%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.					
	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
I am satisfied with the spiritual leadership provided by the Dean.	16 44%	13 36%	1 3%	0 0%	6 17%
I am satisfied with the administrative leadership of SES.	18 50%	13 36%	4 11%	1 3%	0 0%
The staff has confidence in SES	17 47%	12 33%	2 6%	0 0%	5 14%
The faculty has confidence in SES.	18 50%	12 33%	3 8%	0 0%	3 8%
The local community has confidence in SES.	9 25%	15 42%	2 6%	1 3%	9 25%
The student body has confidence in SES.	20 57%	11 31%	3 9%	0 0%	1 3%
The alumni have confidence in SES.	18 50%	12 33%	6 17%	0 0%	0 0%
Supportive constituency has confidence in SES.	18 51%	7 20%	1 3%	0 0%	9 26%
The public relations program and fund-raising practices of SES are biblical or ethical.	18 50%	14 39%	0 0%	0 0%	4 11%
The public relations of SES has improved over the last three years.	12 34%	13 37%	6 17%	0 0%	4 11%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.					
	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
Although SES has no affiliation with any denomination; it is open to evangelicals of all denominations.	25 69%	11 31%	0 0%	0 0%	0 0%
The education at SES is biblically centered.	29 81%	7 19%	0 0%	0 0%	0 0%
The life style expected of students is one which they can reasonably be expected to maintain.	26 72%	10 28%	0 0%	0 0%	0 0%
The method of Bible study emphasized at SES (the historical-grammatical-rhetorical method) brings students into direct contact with the Bible.	30 83%	5 14%	0 0%	0 0%	1 3%
Students learn to subject their preconceptions to the written Word of God, thus gaining a balanced understanding to important Christian doctrines.	28 78%	7 19%	0 0%	1 3%	0 0%
SES maintains an atmosphere in which students are enabled to have the highest standards with regards to relationships with the opposite sex.	20 56%	10 28%	0 0%	1 3%	5 14%
Through an invigorating variety of student activities, students learn cooperation with others and develop essential leadership skills.	11 31%	12 33%	3 8%	3 8%	7 19%
Bible/Theology course at SES are enriched by contributions from other disciplines.	25 69%	8 22%	2 6%	0 0%	1 3%
My program of studies is designed in such a way that I can reasonably be expected to complete it.	23 64%	12 33%	1 3%	0 0%	0 0%
	21	11	3	0	1

The Bible/Theology courses at SES successfully avoid unnecessary overlap.	58%	31%	8%	0%	3%
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8. How would you rate the following questions according to this scale?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
The library's book collection is adequate	12 33%	16 44%	1 3%	0 0%	7 19%
The library's periodical collection is adequate	11 31%	15 42%	2 6%	0 0%	8 22%
The library has professional assistance is available	17 47%	12 33%	0 0%	0 0%	7 19%
The library's services are adequate	17 47%	12 33%	0 0%	0 0%	7 19%
The library's operating hours are adequate	14 39%	13 36%	1 3%	0 0%	8 22%
The library's catalog was easily able to access online.	16 46%	8 23%	1 3%	0 0%	10 29%
I view my academic program as preparation for full-time ministry.	19 51%	8 22%	7 19%	0 0%	3 8%
My field Education requirements related directly to my academic program.	21 58%	9 25%	2 6%	0 0%	4 11%
The field education program of SES is comprehensive in the ministries offered.	17 47%	11 31%	3 8%	0 0%	5 14%
The field Education program at SES has achieved its purpose of providing student with an opportunity to integrate classroom learning with ministry experiences.	17 47%	11 31%	5 14%	0 0%	3 8%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
Socials for families are planned and held regularly.	4 11%	15 41%	3 8%	1 3%	14 38%
I frequently attend the social activities SES offers	1 3%	6 16%	6 16%	6 16%	18 49%
The social activities offered by SES meet my developmental needs.	2 6%	7 19%	6 17%	2 6%	19 53%
SES encourages my growth in Christlikeness.	19 51%	13 35%	2 5%	1 3%	2 5%
SES encourages my commitment to ministry	18 49%	14 38%	1 3%	1 3%	3 8%
SES chapels contribute to my spiritual growth	10	9	3	1	14

	27%	24%	8%	3%	38%
SES Chapels edify believers	8	10	3	0	16
	22%	27%	8%	0%	43%
SES Chapels are well organized	8	8	4	0	17
	22%	22%	11%	0%	46%
SES played a role in the building of your Christian worldview.	27	3	1	0	5
	75%	8%	3%	0%	14%
SES played a role in having personal compassion for the lost.	18	13	2	0	3
	50%	36%	6%	0%	8%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
SES played a role in your level of commitment to serve in the church.	17	11	4	1	4
	46%	30%	11%	3%	11%
SES played a role in developing your responsibility to reach those outside your own culture.	16	11	3	1	4
	46%	31%	9%	3%	11%
The training you received at SES has heightened your awareness and understanding of basic biblical principles.	26	8	0	0	2
	72%	22%	0%	0%	6%

11. EDUCATIONAL OBJECTIVES: How would you rate the preparation SES provided you in each of the following areas?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
I increased in my understanding of the Bible and doctrines of the historic Christian faith.	30	7	0	0	1
	79%	18%	0%	0%	3%
I developed an ability to defend the Bible and the doctrines of the historic Christian faith.	32	6	0	0	0
	84%	16%	0%	0%	0%
I developed a Christian worldview that recognized all truth as God's truth.	29	7	0	0	2
	76%	18%	0%	0%	5%
I increased in my ability to understand and evaluate theological issues from a biblical perspective.	30	6	0	0	1
	81%	16%	0%	0%	3%
I increased in my ability to understand and evaluate moral issues from a biblical perspective.	29	8	0	0	1
	76%	21%	0%	0%	3%
I matured in my relationship with God through Bible study, prayer and worship.	21	14	1	1	1
	55%	37%	3%	3%	3%
I increased in my awareness and involvement in evangelism and world missions.	18	12	5	1	2
	47%	32%	13%	3%	5%
I was trained in the following areas: church-related ministry, counter-cult, and apologetic ministry.	23	12	2	0	1
	61%	32%	5%	0%	3%

12. What best describes your employment since graduating?

	Number of Response(s)	Response Ratio
Church Ministry Employment full time	12	31.5%
Para-church Ministry Employment full time	5	13.1%
Church Ministry Employment part time	2	5.2%
Para-church Ministry Employment part time	1	2.6%
Non-Ministry Employment full time	13	34.2%
Non-Ministry Employment part time	0	0.0%
Graduate or professional school full time	3	7.8%
Graduate or professional school part time	0	0.0%
Military service	0	0.0%
Homemaker	0	0.0%
Other	2	5.2%
No Responses	0	0.0%
Total	38	100%

22 Response(s)

13. I have been employed by the following ministry(s) or admitted to the following school(s) upon since graduating from SES. - Responses

Answer	Respondent
Calvary Church, Charlotte, NC	
N/A	
Christ Community Church in Frisco	
Went back to SES and might be 1/2 time asst pastor	
Transformation Church (Indian Land)	
University of Iowa PhD Irogram	
Pleasant Valley Baptist Church adult & marriage	
N/A	
Emerald Isle Chapel By The Sea, Ratio Christi-ECU	
Bethel Baptist Church in Marquette, Michigan	
Powell Baptist Church; MarketPlace Ministries	
Churches and Colleges in NC, TX, and SC	
C Life Church in Forney, Texas	
Macedonia Baptist Church, Lincolnton NC	
Antioch Baptist Church, Bristol, VA	
Global Cross Ministries, Ratio Christi	
Wave Leadership College Adjunct Professor	
Volunteer SS teacher, missions and outreach coord.	
Loyola University; C.S. Lewis Society Ministry	
Charlotte Christian School; NGIM	

