

**VERITAS EVANGELICAL SEMINARY**  
**INSTITUTIONAL ASSESSMENT PLAN**  
**2014**

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## **I. Veritas Mission Statement**

### **Statement of Purpose and Mission**

Veritas Evangelical Seminary has been established as a graduate institution seeking to honor Jesus Christ and His word through conservative scholarship and biblical exposition for the sole purpose of developing competent Christian men and women for spiritual leadership.

To fulfill this purpose, we seek to establish a community of learners who are devoted to Jesus Christ and His Body, the Church, within a Christian context of instruction of the inspired, inerrant, infallible word of God. This will provide student-learners with an academic opportunity that enables them to fulfill his or her goals as a Christian leader while developing a more profound worship of our Lord Jesus Christ.

### **Mission**

Our mission is to equip Christians to evangelize the world and defend the historic Christian faith through rigorous academic and devotional study of the inspired Scriptures. To accomplish this mission, all graduate instruction will emphasize the formation of a Christ-centered and biblical worldview based on God's truth as revealed in the Bible.

As a community of learners devoted to the mission of Jesus Christ and the furtherance of His Church, we seek to proclaim Christ's death and resurrection in a classical, biblically based environment. As our name suggests, we seek to create an educational atmosphere that characterizes and fulfills our mission by:

**Veritas (Truth):** Discovering truth in both general and special revelation, teaching the truth of the Bible as the inspired, inerrant, and infallible Word of God, defending the truth, and longing to cultivate a Christian worldview within all students who will in turn communicate these truths to others.

**Evangelical (Biblical/Redemptive):** Proclaiming the good news of Jesus Christ's redemptive power through His death and resurrection, instilling within our students a passion and desire to evangelize through clear and winsome biblical exposition, outreach, and mission service.

**Seminary (Community):** As an academic institution we seek to draw together a community of learners who can encourage, challenge, and interact with others of like-mind, including their instructors, who seek to refine and expand their spiritual and intellectual foundation in Christ. Our goal is to educate the whole student within a Christian environment realizing that God works through our peers to the benefit of all (Lk. 2:52; Mt. 22:37). Therefore, the seminary environment serves as a means to cultivating our whole person to the cause of Christ, and thereby, serving God to the fulfillment of the great commission (Mt. 28:19-20).

## **Vision: Proclaim. Equip. Defend.**

Our vision is to prepare a generation of spiritually mature, biblically equipped, academically advanced, and socially developed individuals for a life of opportunity and service to the glory of God.

As an extension of the ministry of the Church, we exist to help students develop their relationship with God through Jesus Christ, to discover and encourage their gifts, and to inspire each student to realize his or her full potential in serving God in spirit and in truth. Therefore, our vision for the seminary and for each student is conveyed through quality graduate programs by:

Proclaiming the good news of Jesus Christ through sound theological scholarship, expository teaching, and evangelism.

Equipping those whom God has called for a life of service unto Him, cultivating a Christ-centered and biblical worldview.

Defending the Christian faith against ancient and contemporary challenges to its viability, veracity, sufficiency, and reliability.

## **Philosophy of Education**

Veritas Evangelical Seminary believes that all truth finds its source in God (Jn. 14:6), whether it is discovered in general revelation (Ps. 19:1-6; Rom. 1:19-20; 2:15) or special revelation (Jn. 17:17; 2 Tim. 3:16). Therefore, any education which seeks to discover the source and foundation for truth must have as its primary focus God Himself, since “in Him are hidden all the treasures of wisdom and knowledge” (Col. 2:3). Therefore, Christian education integrates God’s truth into every discipline of life, so that there is not a dichotomy between secular truth and religious truth (Phil. 4:8). As redeemed individuals, we may know biblical and extra-biblical truth which provides spiritual and intellectual freedom (Jn. 8:32), while offering a bulwark against any tyranny over the minds and hearts of man (2 Cor. 10:4-5).

Christian education deals with teaching and learning based on the inspired Scriptures (2 Tim. 3:16) and continual submission under the authority of the Bible; conducted by Christian teachers primarily for Christian students and empowered by the Holy Spirit bringing all truth into living relationship with the truth of the Word of God. Christian education integrates the whole of the student’s personality with a Bible-centered Christian worldview to enable the student to better serve and glorify God.

A Christian worldview acknowledges the existence of the triune personal God, the Maker of heaven and earth; man’s creation in the image of God, an image ruined by the fall beyond human power to repair, but not beyond God’s power to regenerate; the incarnation of God the Son, His death, burial and bodily resurrection; the Holy Spirit calling out of this present world a community of believers which is Christ’s Body, the Church; and the end of earthly history via the glorious appearing of our great God and Savior Jesus Christ.

There is no Christian education without Christian teachers. Every teacher has a worldview which expresses the convictions by which he or she lives. The worldview of the teacher will gradually influence the worldview of the student. It is for this reason that good Christian models are an absolute necessity for Christian education. Jesus spoke of fully developed disciples being like their teachers (Lk. 6:40).

Therefore, a Christian teacher is one redeemed through Jesus Christ; conducting a pure life enabled by His Spirit; called and gifted to teach; and demonstrates the fruit of the Spirit.

### **VES Educational Objectives**

- ◆ To develop the student's spiritual, moral, intellectual, and devotional understanding of God, His Son Jesus Christ, and the doctrines of orthodox Christianity.
- ◆ To develop in the student an awareness that worship of God involves the total life of faith and practice independent of one's circumstances or environment.
- ◆ To develop in the student a sense of awareness, responsibility, and engagement in church planting, evangelism, and global missions.
- ◆ To equip the student with the understanding necessary to skillfully and humbly defend the Christian faith and proclaim the gospel of Jesus Christ to the world.
- ◆ To assist the student in developing a biblical worldview centered in Christ which will provide the interpretive framework through which to understand the world and provide enduring solutions to its problems.
- ◆ To increase the student's understanding of church and para-church ministry related to biblical studies, theological studies, and apologetics.
- ◆ To assist students in gaining an appreciation for Godly knowledge and wisdom, not as an end in itself, but as a means to clarifying, defending, and sharing the gospel with skill, and to help the student live the Christian life as a thoughtful individual.
- ◆ To help students embrace a life of Christian humility and sacrificial love, which are the greatest visible and relational testimonies one could offer fellow Christians and the world.

In order to achieve our goal, Veritas Evangelical Seminary will offer the student knowledge of God, His Word, and the world in which we proclaim it. It is our firm conviction that the church today must be both biblical and practical. That it would be both anchored to the Rock and geared to the times. It should proclaim God's changeless truth in these changing times. We take seriously, Paul's statement that "I am put here for the defense of the gospel" (Philip. 1:16). In a day when serious doctrinal declension permeates the church, we are convinced that in the spiritual realm too, we cannot recognize a counterfeit unless we know the genuine.

With this in view, we offer students a complete understanding of the whole counsel of God in Scripture and a systematic understanding of "sound doctrine" that the apostle Paul urged the church to pursue (2 Tim. 1:3; 4:3-4). For we are firmly convinced that we cannot recognize error, or transform the individual unless we know and receive the truth. Jesus said, "Sanctify them by Your truth. Your word is truth" (Jn. 17:17). Indeed, He added, "I am the truth" (Jn. 14:6). So, whether it is in propositional form or in personal form, Veritas is committed to convey and apply the truth of God to the church of God.

## **II Assessment Plan Purpose and Principles**

### **A. Purpose**

This assessment plan is intended to ensure that the major areas and functions within the Seminary are systematically evaluated. Evaluation is an essential element in the planning process. See the *Five-Year Plan*.

1. The primary purpose of assessment is to improve the quality of education at Veritas Evangelical Seminary.
2. The assessment plan also serves to establish accountability to the Board of Directors
3. The assessment plan is an important factor in demonstrating effectiveness to the accrediting association.

### **B. Principles**

1. Since all goals and objectives derive from VES Mission Statement, assessment evaluates the effectiveness of those objectives and goals in fulfilling the Mission of the Seminary. *Please see the 5 Year Plan.*
2. The program emphasizes, regular, systematic review, but does not preclude informal, spontaneous evaluation.
3. Supervisors are responsible for providing appropriate evaluation instruments that are employed in the team effort of assessment.
4. When the numbers of alumni and constituents increase in number, surveys can be conducted on portions of the populations. In the meantime, surveys will not be conducted so frequently as to weary the recipients.
5. Comprehensive assessments of the Seminary will be conducted every five years or when required for accreditation purposes. The assessment plan described here details primarily ongoing and annual evaluative measures, not major self-study examinations.
6. Assessment reports are due at the request of the President, at the request of the responsible person's supervisor, or thirty days prior to the annual planning meeting.
7. Assessment instruments for major surveys are retained by the Registrar.
8. The assessment plan will be evaluated every five years, or as necessary, and revised to improve the plan and to accommodate change in the institution. All assessment instruments are to be reviewed before use.
9. Though not always mentioned in the areas detailed below, student and alumni surveys are also employed to assess all aspects of the institution.
10. Listed below are the major areas and functions of Veritas Evangelical Seminary with placement responsibility for assessment and a description of the methods employed.
11. Assessment instruments are appended to the assessment plan.

### **III Institutional Assessment Plan**

#### **Institutional Effectiveness Purpose Statement**

The purpose of the Office of Institutional Effectiveness at Veritas Evangelical Seminary is to support and implement the mission, vision, and goals through purposeful, systematic collection of information. The analyzed data will be used to interpret, measure, and continually improve the effectiveness of the seminary's programs, policies, and practices. Veritas is fully committed to the need for and value of ongoing, continuous self-evaluation. Assessment activities, policies and procedures include and are approved by the Board of Directors.

#### **Introduction**

The Office of Institutional Effectiveness designed the Institutional Effectiveness Plan for Veritas Evangelical Seminary to guide the assessment process and to contribute to the seminary's understanding of how well it is accomplishing the academic, administrative, and strategic goals of the school. The underlying belief about assessment at Veritas is that only through institutional and departmental involvement and collaboration along with their ongoing commitment to a continuing assessment process can the educational goals and mission of the Seminary be accomplished. Assessment provides evidence of how well the seminary is fulfilling its mission and helps identify areas for improvement. A comprehensive institutional assessment program supports continuous improvement of programs and services of the seminary. This is facilitated by through the use of studies related to the program reviews and direct assessments of outcomes from major areas of institutional interest. These activities may include surveys from students, faculty, alumni, and board members. Units of assessment range from individual academic and service programs to the overall seminary.

#### **Institutional Planning and Assessment Concept.**

Institutional effectiveness at Veritas Evangelical Seminary maintains a continuous improvement process which has four key fundamental elements.

- A. Functional Area Program Assessment and Planning
- B. Program Implementation
- C. Program Assessment
- D. Program Improvement

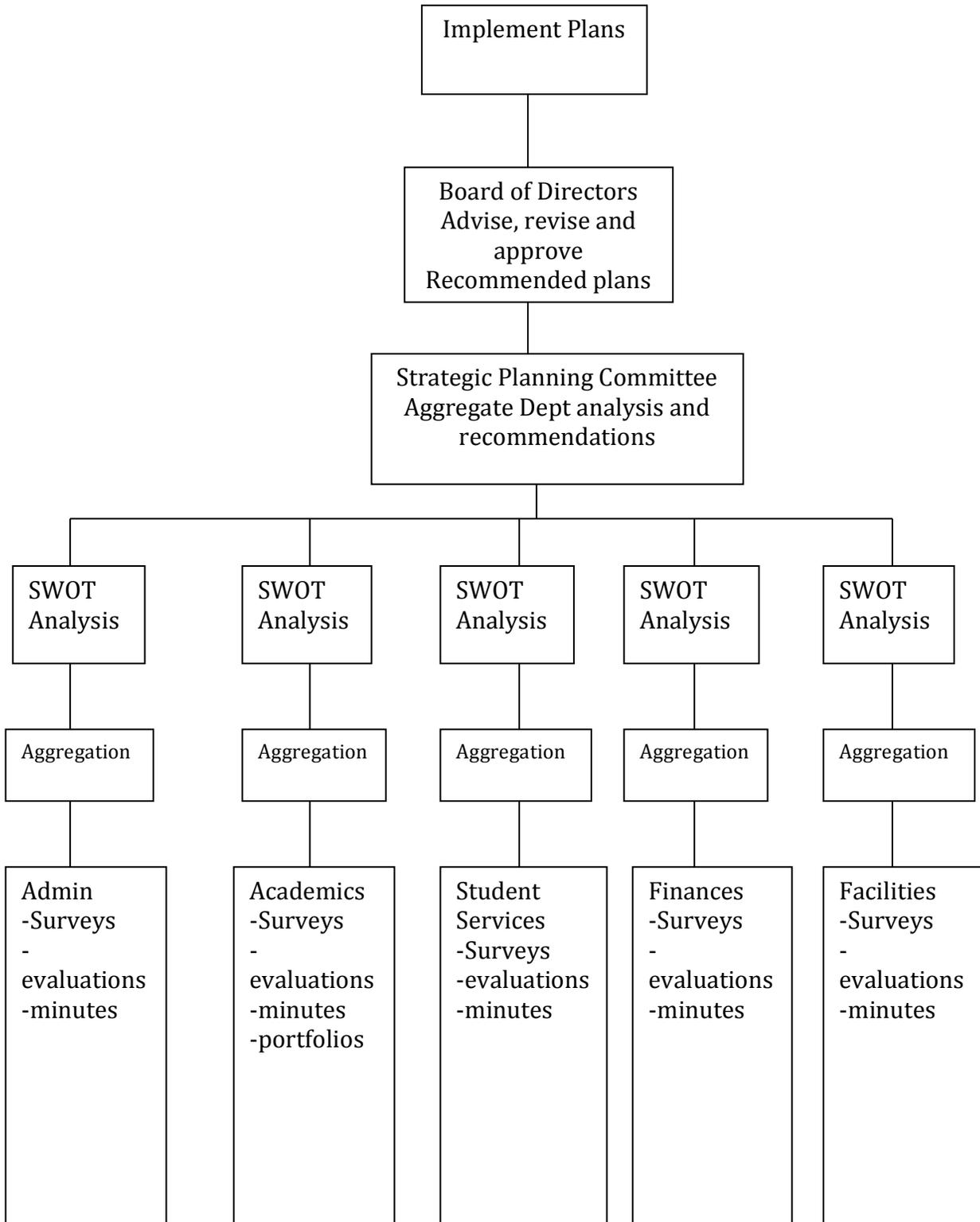


#### **IV Assessment Process**

Faculty and staff assessments by functional area or department are conducted on prescribed cycles, with department heads responsible for the utilization of the assessment instruments and their aggregation. Instruments include surveys, SWOT analysis, self and departmental assessments. This information will be analyzed, synthesized, and summarized. This in turn will be the basis for the Departmental Assessment Summary. This report will aid the department heads in identifying goals and budget recommendations. Department Assessment Summaries with recommendations will be submitted for the review of the Academic and Planning Committees. The Strategic Planning Committee will update the Five Year Strategic Plan and submit it for the approval of the Board of Directors.

The Veritas institutional effectiveness process integrates the institutional mission with planning and assessment. A primary purpose of Veritas' Institutional Effectiveness process is to assure that plans are developed based on institutional goals consistent with the institution's mission as well as a systematic annual process of planning and evaluation that guides decision making. An additional goal of the Institutional Effectiveness process is to assure that the planning and budget development process incorporates evidence cited in annual assessment reports.

## ASSESSMENT INFORMATION FLOW CHART



## **V Areas and Functions for Assessment**

- A. Administration**
- B. Academics and Student Learning**
- C. Student Services**
- D. Finances**
- E. Facilities and Equipment**
- F. Office of Institutional Assessment**

### **A. Administration**

#### **1. Doctrinal, Philosophical, Ethical**

##### **Responsibility: President and Board of Directors**

- a. These values are thoroughly reviewed every five years, when required for accreditation reviews, or when circumstances make it advisable. Assessment is done through survey forms administered to all interest groups as well as by visual review of VES documents. The biblical foundations statement is reviewed annually as part of the review and approval of publications each year.
- b. Seminary Leadership is continually observing the values professed and demonstrated by VES.

#### **2. Purpose and Objectives**

##### **Responsibility: President and Board of Directors**

- a. Purpose and objective statements are reviewed every five years, when required for accreditation reviews, or when circumstances make it advisable. Assessment is done through survey forms administered to all interest groups as well as by visual review of VES documents.
- b. All areas represented below contribute to fulfillment of the VES mission and objectives. Therefore, assessment data from those areas will be indicative of both the Seminary's success in fulfilling its mission and of the practicability of its purposes. Accordingly, assessment data will be reviewed in relation to institutional purpose and objectives.

#### **3. Board of Directors**

##### **Responsibility: Chairman of the Board**

- a. The Board of Directors conducts an annual self-evaluation using the Board Director Self-Evaluation form.

#### **4. President**

##### **Responsibility: Chairman of the Board**

- a. All Board of Directors review the President's performance annually with the President Evaluation form.

#### **5. Administration**

##### **Responsibility: President**

- a. Administrators are evaluated periodically through self-evaluation and by the President using the VES Staff Employee Performance Review form. Job descriptions and performance criteria will be reviewed periodically.
- b. The effectiveness of administrators is evaluated through periodic surveys of relevant populations.

#### **6. Support Staff**

##### **Responsibility: President**

- a. Support staff are evaluated periodically by self-evaluation and by the President through the VES Staff Employee Performance Review form. Job descriptions define performance expectations.
- b. Job descriptions and performance criteria will be reviewed periodically.

#### **7. Policies and Procedures**

##### **Responsibility: President**

- a. Policies and procedures are printed in the various Seminary handbooks. They are reviewed annually before each reissues with input from all concerned parties. The Board of Directors makes the final approval of policies.
- b. A thorough assessment is made every five years, when required for accreditation review, or when circumstances make it advisable.

#### **8. Physical Plant**

##### **Responsibility: President**

- a. Surveys of faculty, staff, and students will be conducted every five years, when required for accreditation review, or as needed to evaluate the facilities.
- b. Maintenance will be assessed continually by observation.

#### **7. Health and Security**

##### **Responsibility: President**

- a. Health, security, and emergency provisions will be evaluated by surveys every five years, when required for accreditation reviews, or as needed.
- b. Security and emergency procedures will be reviewed as questions arise.

### **B. Academics and Student Learning**

#### **Responsibility: Dean**

##### **1. Program and Curricula**

##### **Responsibility: Dean**

- a. Programs are reviewed every five years, when required for accreditation reviews, or when circumstances make it advisable. Assessment of curriculum, faculty, syllabi, learning experiences, educational equipment, and materials is done through survey forms administered to all interest groups.
- b. The education program is subject to continual observation by the Dean, who reports at Faculty Meetings. The Dean receives input from faculty, students, and interested parties.
- c. The Dean visits a class taught by each professor once per semester. A standardized form is used to evaluate professors, but observations may also be made concerning courses and programs.
- d. Course evaluations are administered to students by means of a standardized form for each class that is taught. The Dean compiles the results for evaluations of professors and courses.

## **2. Academic Committee**

### **Responsibility: Dean**

- a. The Academic Committee, composed of the President, Dean, and Teaching Faculty members, meets regularly to discuss curriculum development, modification, effectiveness, and assessment.

## **3. External Studies**

### **Responsibility: Director of External Studies**

- a. External Studies programs, faculty, and students are evaluated, so far as is practical, in the same way as for courses delivered on campus.
- b. Statistics of enrollment and completion rates are maintained (and kept by the registrar) for reporting and evaluation at faculty meetings.
- c. Technologies and delivery methods are evaluated in order to ensure learning objectives are met to the same level as residential courses.

## **4. Student Academic Performance**

### **Responsibility: Program Directors/Registrar**

- a. Students are evaluated according to the provisions of the syllabus for each course.
- b. Retention rates will be reported at the faculty or Academic meetings as an evaluation aid.
- c. Graduation completion rates will be reported at the faculty or Academic meetings annually as an aid to evaluation of Seminary programs.

## **5. Faculty**

### **Responsibility: Dean**

- a. Using a standardized form, the Dean evaluates faculty members by observing a class each time a course is taught.
- b. Each faculty member regularly completes a self-evaluation form for each course taught and submits the same to the Dean.
- c. Students in each course complete a standardized form evaluating the teacher.

## **6. Library**

### **Responsibility: Library Director**

- a. Surveys of faculty, students, and alumni will be conducted every five years, when required for accreditation review, or as needed to assess the quality of library services.
- b. Expenditures will be reviewed annually prior to constructing budget requests. The percentage of the education and general budget allotted the library will be reviewed in relation to assessment results and Seminary objectives.
- c. Statistics are kept relative to collection development and library use.

## **C. Student Services**

### **Responsibility: Director of Student Services**

1. Programs are reviewed every five years, when required for accreditation reviews, or when circumstances make it advisable. Assessment is done through survey forms administered to pertinent groups.
2. Goals and objectives will be reviewed annually at the end of the academic year through observation, records and surveys.
3. Records will be reviewed to evaluate the placement of graduates in advanced studies and employments relation to their expectations at graduation.

## **D. Finances and Development**

### **1. Financial Operations/Policy**

#### **Responsibility: Board of Directors**

- a. The Board works closely with President who in turn works with the Business Manger.

### **2. External Financial Audit**

#### **Responsibility: Business Manager**

- a. An external audit is made at the end of each fiscal year in accordance with GAAP standards.
- b. Business Manager then reports the findings prepared by the external auditor to the President.

### **3. Marketing and Public Relations**

#### **Responsibility: President**

- a. Marketing and public relations materials are reviewed by the President prior to use to ensure that they accurately represent the Seminary.
- b. Surveys of alumni and constituents will be done every five years, when required for accreditation reviews, or as needed to assess public relations practices, alumni satisfaction, and recruitment practices.

## E. Facilities, Equipment, and Learning Materials

### Responsibility: Dean

1. Learning materials and equipment will be evaluated every five years or as needed.
2. Faculty and students request for materials and equipment will be evaluated by the Dean as they are received.
3. Student Government provides a formal means for student input. The Student Body President attends faculty meetings and conveys student concerns there as well as directly to the administrator concerned.

## F. Office of Institutional Effectiveness

1. Assessment instruments will be reviewed for effectiveness in identifying and utilizing desired data.
2. Institutional Assessment plan will be updated each year

Assessment Area	Purpose	Department	Form
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### A. Administration

<b>Board of Directors</b>	<b>Helps board evaluate and reassess its responsibilities and functions</b>	<b>Chairman</b>	<b>104</b>
<b>Doctrinal, Philosophical, Ethical</b>	Ensure doctrinal orthodoxy, and high Christian ethics and philosophy of education	President, Board of Directors	104
<b>Purpose and Objectives</b>	Evaluate validity of purpose and objectives in accord with the mission	President, Board of Directors	104
<b>President</b>	Helps board evaluate and reassess president's performance and functions	Chairman	105
<b>Administration</b>	Assess each departments strengths and weaknesses, and is basis for establishing or improving programs	President	109
<b>Support Staff</b>	Determine performance of staff and effectiveness of department functions	President	106, 109
<b>Policies and Procedures</b>	Evaluate validity of policies and procedures in accord with the mission	President	117

### B. Academics and Student Learning

<b>Program and Curricula</b>	<b>Assists in data driven analysis of current curriculum</b>	<b>Dean</b>	<b>117, 108</b>
<b>Academic Committee</b>	Helps the dean evaluate effectiveness of identified program components	Dean	117
<b>External Studies</b>	Ensures same quality of teaching and student learning as residential courses	Director of External Studies	109
<b>Student</b>	Determines effectiveness of programs in	Program Directors	109,

<b>Academic Performance Faculty</b>	meeting program academic objectives Results encourage faculty to improve their teaching capabilities for greater success in the classroom	Dean	112-121 106 107
<b>Student Development</b>	Helps determine strengths and weaknesses of programs in achieving institutional learning goals	Director of Student Services	109

### C. Student Services

<b>Library</b>	<b>Data assists in strategic planning recommendations to improve service to students and faculty</b>	<b>Library Director</b>	<b>109</b>
<b>Learning Materials and Equipment</b>	Assists in strategic planning recommendations to improve service to students and faculty with the goal of enhancing learning	Dean	117
<b>Registrar</b>	Graduation and retention rates will provide data to drive strategic planning	President	109

### D. Finances

<b>Financial Operations</b>	<b>Validate institutions expenditures in accordance with mission and vision, and make recommendations for strategic planning</b>	<b>Board of Directors</b>	<b>109</b>
<b>External Audit</b>	External audit validates business office practice, procedures, and accuracy	Business Manager	117
<b>Institutional Advancement</b>	Validate effectiveness of fund raising and provide data for recommending changes	Board of Directors	109
<b>Marketing and Public Relations</b>	Ensure the materials accurately represents the institution	President	109

### E. Facilities

<b>Library</b>	<b>Data assists in strategic planning recommendations to improve service to students and faculty</b>	<b>Library Director</b>	<b>109</b>
<b>Learning Materials and Equipment</b>	Assists in strategic planning recommendations to improve service to students and faculty with the goal of enhancing learning	Dean	117
<b>Registrar</b>	Graduation and retention rates will provide data to drive strategic planning	President	109
<b>Physical Plant</b>	<b>Provides information on facilities improvement and space utilization</b>	<b>President</b>	<b>109</b>
<b>Health and Security</b>	Ensures safety of staff, faculty, and students	President	109

## F. Office of Institutional Effectiveness

<b>IE Department</b>	<b>Evaluates assessment cycle, policies, and procedures</b>	<b>OIF</b>	<b>109</b>
<b>Assessment Department</b>	Provides data for strategic planning and action items	Department Heads	109
<b>Assessment Instruments</b>	Evaluation of strengths, weaknesses, budget and strategic implications	OIF	109

### ASSESSMENT FORMS LEGEND

Entering Student Survey	IE 101
Student Survey	IE 102
Graduate Survey	IE 112, 113, 114, 115
Board of Directors Self-Survey	IE 104
President Evaluation by Board	IE 105
VES Staff Employee Performance Review	IE 106
Dean's Course Evaluation	IE 107
Student Course Evaluation	IE 108
Department Assessment Report	IE 109
Annual Assessment Report	IE 110
Missions Experience Survey	IE 111
Program Evaluation M.A.T.S.	IE 112
Program Evaluation M.A.C.A.	IE 113
Program Evaluation M.A.B.S	IE 114
Program Evaluation M.Div	IE 115
Minutes of Meeting	IE 117
Portfolio Instructions M.A.T.S.	IE 118
Portfolio Instructions M.A.C.A.	IE 119
Portfolio Instructions M.A.B.S.	IE 120
Portfolio Instructions M.Div	IE 121
Cover Sheet	IE 122

**Institutional Effectiveness Timeline for  
Curricular and Co-curricular Assessments**

DUE DATE	ASSESSMENT	RESPONSIBILITY	FORM
2016	Doctrinal, Philosophical, Ethical	President, Board	104
2013	Purpose and Objectives	President, Board	104
2013	Board of Directors	Board Chairman	104
2013	President	Board Chairman	105
2016	Administration	President	109
2013	Support Staff	President	106, 109
2013	Policies and Procedures	President	117
2014	Physical Plant	President	109
2014	Health and Security	President	109
2014	Program and Curricula	Dean	117, 118
2013	Academic Committee	Dean	117
2013	External Studies	Director Ext Studies	109
2013	Registrar	President	109
2013	Faculty	Dean	106, 107
2014	Student Development	Director Student Services	109
2014	Library	Director Library Services	109
2014	Learning Materials and Equipment	Dean	117
2014	Financial Operations Policy	Board of Directors	109
2013	Financial Audit	Business Manager	117
2016	Marketing and Public Relations	President	109
2016	IE Department	Director of Assessment	109
2016	Assessment Summaries by Department	Program Directors	109
2016	Assessment Instruments	Director of Assessment	109
2013	Major Program Review MATS	Director of MATS	112
2014	Major Program Review MABS	Director of MABS	113
2015	Major Program Review MACA	Director of MACA	114
2016	Major Program Review M. Div	Director of M. Div	115

**Institutional Effectiveness 5 Year Projected Timeline for  
Curricular and Co-curricular Assessments**

CYCLE	ASSESSMENT	2013	2014	2015	2016	2017
7	Doctrinal, Philosophical, Ethical				X	
7	Purpose and Objectives	X				
1	Board of Directors	X	X	X	X	X
1	President	X	X	X	X	X
3	Administration				X	
1	Support Staff	X	X	X	X	X
1	Policies and Procedures	X	X	X	X	X
5	Physical Plant		X			
5	Health and Security		X			
5	Program and Curricula		X			
1	Academic Committee	X	X	X	X	X
4	External Studies	X	X	X	X	X
1	Course Evaluations	X	X	X	X	X
1	Registrar	X	X	X	X	X
1	Faculty	X	X	X	X	X
5	Student Development		X			
5	Library		X			
5	Learning Materials and Equipment		X			
5	Financial Operations Policy		X			
1	Financial Audit	X	X	X	X	X
3	Marketing and Public Relations				X	
3	IE Department				X	
3	Assessment Summaries by Department				X	
3	Assessment Instruments				X	
4	Major Program Review MATS	X				
4	Major Program Review MABS		X			
4	Major Program Review MACA			X		
4	Major Program Review M. Div				X	

**Regular Assessment Instruments**

**Veritas Evangelical Seminary**

**Church/Missions Experience**

Name \_\_\_\_\_ Date \_\_\_\_\_

I have completed \_\_\_\_ number of missions experiences for my degree program.

One

Two

Three

Four

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

5 Strongly agree

4 Agree

3 Agree somewhat

2 Disagree

1 Strongly disagree

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

\_\_\_\_ Missions Experience requirement(s) have caused me to develop personal integrity.

\_\_\_\_ Missions Experience requirement(s) have caused me to be a Christian example.

\_\_\_\_ Missions Experience requirement(s) have caused me to function responsively to others needs.

\_\_\_\_ Missions Experience requirement(s) have caused me to acquire a more Positive approach.

\_\_\_\_ Missions Experience requirement(s) have caused me to acknowledge my limitations.

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

**Veritas Evangelical Seminary**  
**(Insert Year) Student Services Survey**

VES Student Services is very interested in your experience with the services offered by our staff and the level of satisfaction, and desire to better understand and minister to your needs.

Name Optional \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Write in the space provided the number that most accurately expresses your response using the scale provided. If you wish to respond further to any of the questions, write the number of the question with your comments on a separate page.

**1- Strongly Agree 2- Agree 3- Disagree 4- Strongly Disagree 5- Don't Know**

The VES Student Services staff were:

1. \_\_\_ Helpful and friendly
2. \_\_\_ Competent and informative
3. \_\_\_ Able to assist with your needs in a reasonable timeframe
4. \_\_\_ Courteous and understanding
5. \_\_\_ Able to communicate with you satisfactorily
6. \_\_\_ Were able to refer you to the appropriate departments when needed
7. \_\_\_ Helpful in both verbal and written communication
8. \_\_\_ Available to you with convenient working hours

The VES Student Services staff offered:

1. \_\_\_ Knowledgeable direction and counsel
2. \_\_\_ Pertinent employment/ministry/ volunteer opportunities
3. \_\_\_ Information regarding conferences and events
4. \_\_\_ Career counseling and job placement assistance

What was the strongest area of service made available to you by the Student Services staff?

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What area most needs to be improved within Student Services?

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Did the scope and effectiveness of the services available meet your needs?

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Any other comments.

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VERITAS EVANGELICAL SEMINARY  
Board of Directors' Self-Evaluation Form  
Adopted February 11,2010

The purpose of the Board self-evaluation is to identify areas of Board functions that are working well and those that may need improvement, which include the following:

1. Develop and review Board self-evaluation policies and processes
2. Conduct an honest and thoughtful Board self-evaluation discussion
3. Use the results of the evaluation to continuously improve Board effectiveness

In your own words, please respond to the following questions (use separate sheets of paper if necessary):

1. What issues have most occupied the Board's time and attention during the past year?

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- a. Were these closely tied to the mission, purpose, and vision of the Seminary and the Board, which were established the previous year?

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- b. Are there protocols in place to protect the doctrinal and moral purity of the Board?

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2. What were major successes of the Seminary during the past year?

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- a. How did the Board provide leadership or create an environment for the successes?

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3. Are the roles of the Board Chair and other officers clear?

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- a. Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently?

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b. Is there any way that members of the Board might improve the overall efficiency of the meetings?

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4. Does the Board have strategies for seeking input from diverse fields and interests?

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a. Does the Board help promote the vision and image of the Seminary in the community?

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b. In what ways?

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c. How can we improve?

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5. Do agendas focus on policy issues that are the Board's responsibility?

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a. Do they provide adequate information and time for planning, analysis and discussion?

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6. Do the Board and the President have an open, respectful partnership with clearly defined roles?

- a. Does the Board keep the President informed of contacts with the community or Seminary employees?

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7. Do Board members support the Seminary by attending various events?

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- a. Can we improve and, if so, in what ways?

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- b. Is the Board sensitive to the concerns of students and employees while maintaining impartiality and support for the President?

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8. Do Board members respect each other's opinions?

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- a. Do Board members treat each other, staff, and all Seminary constituencies with respect?

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- b. Do Board members have adequate information upon which to base decisions?

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9. Do new Board members receive an orientation to the roles, procedures, policies, and responsibilities of the Board and to the Seminary's mission, purpose, and policies?

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10. What weaknesses, if any, should the Board seek to overcome during the next year?

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11. What do you consider to be the most positive assets or strengths for the Board's actions as well as the Board's thoughts?

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Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Veritas Evangelical Seminary  
Board Director Self-Evaluation**

Name Optional \_\_\_\_\_ Date \_\_\_\_\_

Please circle the appropriate number that describes your evaluation.  
Scale: **4-** Superior **3-** Above Average **2-** Average **1-** Needs Improvement

Daily prayer for Veritas Evangelical Seminary	1	2	3	4
Regular attendance at board meetings	1	2	3	4
Participation in the annual evaluation of President	1	2	3	4
Recommending students to VES and promoting it	1	2	3	4
Efficiency and effectiveness of board meetings	1	2	3	4
Financial support of Veritas Evangelical Seminary	1	2	3	4
Familiarity with support and Board Manual	1	2	3	4
Personal relationship with administration, faculty and students	1	2	3	4
Support for the CEO of the Seminary	1	2	3	4
Careful reading of material submitted by the administration	1	2	3	4
Familiarity with the Five Year Plan	1	2	3	4

**Comments:**

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**Veritas Evangelical Seminary**  
Employee Performance Review

Loyalty	Exceptionally Loyal	Unusually Loyal	Usually Loyal	Often Disloyal	Usually Disloyal
Knowledge of Job	Exceptionally knowledge aspects of	Better than normally expected knowledge of	Has sufficient knowledge. Occasional supervision	Less than adequate. Must be supervised and instructed	Lacks understanding of the job. Needs
Quantity of Work	Consistently produces an exceptional amount	Usually produces more than expected.	Production adequate for requirements of the	Production slower than normally expected.	Inadequate production.
Quality of Work	Exceptionally thorough and accurate. Work never needs correction.	Consistently more thorough and accurate than expected. Work	Accuracy and thoroughness met job requirements.	Occasionally careless. Work needs more than normal amount of	Careless. Work quality poor. Needs constant correction.
Initiative	Resourceful and imaginative. Consistently looks for ways to increase efficiency. Makes	Proceeds on own work without prompting. Frequently offers suggestions.	Proceeds on own work without prompting. Occasionally makes suggestions.	Often needs help getting started. Seldom makes suggestions.	Must be told what to do. Never makes suggestions.
Cooperation	Extremely cooperative. Always willing to 'go the extra mile.'	Very cooperative. Willingly responds to requests for	Cooperates well when assistance is required.	Cooperates reluctantly but will do so when pressed.	Uncooperative. Refuses when asked for help.
Responsibility	Welcomes, accepts and handles responsibility exceptionally well. Has total interest	Accepts and handles responsibility well. Has better than normally expected	Accepts but does not seek responsibility. Is comfortable with job as described	hesitates to accept any responsibility toward own job or department	Refuses any responsibility. Lacks interest in job and department.
Dependability	Exceptionally dependable	Unusually dependable	Usually dependable.	Often undependable	Cannot be depended upon.
Total Score					
Comments:					

**VERITAS EVANGELICAL SEMINARY**  
**Presidential Evaluation Policy**  
**Adopted February 11, 2010**

The Board of Directors are committed to assessing the performance of the President in order to identify the occupant's strengths and areas in which he may improve. To that end, the Board of Directors has established the following processes:

1. The Board shall determine the instrument or process to be used in evaluating the President's performance. Any evaluation instrument shall incorporate criteria contained in VES policies regarding Presidential operations and job function, as well as criteria defining Presidential effectiveness promulgated by recognized practitioners in the field.
2. The process for evaluation shall be recommended to and approved by the Board.
3. If an instrument is used, all Board members will be asked to complete the evaluation instrument and submit them to the Chairman of the Board.
4. A summary of the evaluations will be presented and discussed at the next Board meeting. The results will be used to identify Presidential accomplishments in the past year along with goals and remedies for the future.

**VERITAS EVANGELICAL SEMINARY**  
**Presidential Evaluation Process**  
**Adopted February 11,2010**

In an effort to improve President's efficiency and performance, the Board will evaluate the President regularly according to the following guidelines:

1. The Presidential Evaluation form (see attached) will be distributed to all Board members each year at the second Board meeting of each year starting in 2010.
2. Each Board member will complete the Presidential Evaluation form and submit it to the Chairman of the Board at the second Board meeting of the year.
3. The Chairman will compile the results into one Presidential Evaluation Summary Report by listing the distribution of responses given for each question and providing a list of all comments.
4. The Presidential Evaluation Summary Report will be included on the agenda for review and appropriate action at the next Board meeting. Results will be used for setting the President's goals and discussing remedies.
5. All forms and documentation associated with the Presidential Evaluation will be kept confidential as source documents for the agenda item.

**VERITAS EVANGELICAL SEMINARY**  
**President Evaluation Form**  
**Adopted February 11, 2010**

The purpose of the Presidential Evaluation Form is to assess the current President's performance and effectiveness and identify any areas that may need improvement. This form is designed to be completed by the Board of Directors as an assessment of the President.

In your own words, please respond to the following questions (use separate sheets of paper if necessary):

1. What issues have most occupied the President's time and attention?

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a. Were these issues closely related to the mission, purpose, and vision of the Seminary?

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2. What were major successes of the President during the past year?

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a. How did the President provide leadership or create an environment for the successes?

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b. Has the President implemented Board policy into the Seminary?

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3. Is the role of the President clear?

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a. Are communications between the President and the Board open and clear?

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b. Is there any way that the President might improve the overall efficiency of the Seminary?

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4. Does the President have strategies for financial income that is in concert with the Seminary's mission and purpose?

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a. Does the President help promote the vision and image of the Seminary in the community?

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b. In what ways?

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c. How can the President improve?

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5. Does the President keep the Board informed on a regular basis?

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6. Does the Board and the President have an open, respectful partnership?

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a. How do you rate the President's overall job performance?

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7. Does the President provide spiritual, academic, and administrative leadership that is in harmony with the Seminary's (and the Board's) expectations?

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- a. Is the President sensitive to the Boards concerns and ideas while maintaining impartiality?

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8. Do Board members respect each other's opinions?

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- a. Does the President treat the staff, faculty, and all Seminary constituencies with respect?

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---

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- b. Does the President have adequate information upon which to base his decisions?

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---

9. Do new Board members receive an orientation to the roles, procedures, policies, and responsibilities of the Board and to the Seminary's mission, purpose, and policies?

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10. What do you consider to be the most positive assets or strengths for the President's actions as well as the Board's thoughts?

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Signed by Chairman: \_\_\_\_\_

**Veritas Evangelical Seminary  
Presidential Evaluation**

Please circle the appropriate number that describes your evaluation.

Scale: **4-** Superior **3-** Above Average **2-** Average **1-** Needs Improvement

Doctrinal orthodoxy	1	2	3	4
Spiritual maturity	1	2	3	4
Moral integrity	1	2	3	4
Fiscal responsibility	1	2	3	4
Vision for VES	1	2	3	4
Commitment to his job	1	2	3	4
Leadership ability	1	2	3	4
Ability to direct his staff	1	2	3	4
Success on the job	1	2	3	4
Execution of Board policies	1	2	3	4
Overall job performance	1	2	3	4

**Comments:**

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### VES Professor Evaluation Form for Teaching Faculty

39407 Murrieta Hot Springs Road | Murrieta, CA | 92563 | 951.698.6389

Professor:	Course Observed:	# Students Registered:
Evaluator:	Date:	# Students Present:

On a scale of 1 to 5 please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

1 Poor Applicable	2 Below Average	3 Average	4 Above Average	5 N/A Excellent	Not
		Rating (Circle One)			
1. <b>Objectives:</b> The Professor made a clear statement of the objectives of the session at the beginning of class or at another appropriate time.		1 2 3 4 5 N/A			
2. <b>Preparation:</b> The professor was well-prepared for class with necessary materials.		1 2 3 4 5 N/A			
3. <b>Organization:</b> The professor presented instructional material clearly.		1 2 3 4 5 N/A			
4. <b>Clarity:</b> The professor presented the material in an organized manner.		1 2 3 4 5 N/A			
5. <b>Expertise:</b> The professor displayed expertise in the subject.		1 2 3 4 5 N/A			
6. <b>Class Level:</b> The professor presented material at a level appropriate to the course.		1 2 3 4 5 N/A			

<p><b>7. Learning Styles:</b> When appropriate, the professor combined methods of instructional (visional, auditory, etc.) to accommodate various student learning styles.</p>	<p>1 2 3 4 5 N/A</p>	
<p><b>8. Respect:</b> The professor treated all students respectfully.</p>	<p>1 2 3 4 5 N/A</p>	
<p><b>9. Controversial Material:</b> When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.</p>	<p>1 2 3 4 5 N/A</p>	
<p><b>10. Comprehension:</b> The professor periodically checked student understanding and modified teaching strategies as necessary.</p>	<p>1 2 3 4 5 N/A</p>	
<p><b>11. Responsiveness:</b> The professor was attentive to student questions and comments and provided clear explanations and examples.</p>	<p>1 2 3 4 5 N/A</p>	
<p><b>12. Classroom Management:</b> The professor demonstrated effective classroom management skills.</p>	<p>1 2 3 4 5 N/A</p>	

## Non-Classroom Observations

	Rating (Circle One)	Comments
13. <b>Course Outline:</b> The professor's syllabus conforms to the existing course outline of record.	1 2 3 4 5 N/A	
14. <b>Syllabus:</b> The professor's syllabus includes a description of the course content, contact information, office hours if applicable, the means by which students will be evaluated, grading standards, and other relevant information.	1 2 3 4 5 N/A	
15. <b>Evaluation Process:</b> The professor participated in the evaluation process in a professional and timely manner.	1 2 3 4 5 N/A	
16. <b>Professional Obligations:</b> The professor meets professional obligations outside of class (submits rosters and grades on time, etc.).	1 2 3 4 5 N/A	

**Veritas Evangelical Seminary  
Student Course Evaluation**

Name Optional \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Consider each statement below as related to this course.

Rate the measure to which you **Agree** or **Disagree** on a scale of 7 (*Strongly Agree*) to 1 (*Strongly Disagree*). Mark the appropriate number. Consider **4** as *Not Sure*. If you have no contact with or opinion about a particular statement leave the response line **blank**. Do Not Sign the Form.

**Value of the Course**

- |   |               |
|---|---------------|
| 1. I learned and understood the subject material in this course   | 1 2 3 4 5 6 7 |
| 2. I believe what I learned from this course will help prepare me for ministry  | 1 2 3 4 5 6 7 |
| 3. Exams, assignments, and projects contributed significantly to my learning the subject and acquiring specified skills.            | 1 2 3 4 5 6 7 |
| 4. The course challenged me to appropriate into my own spiritual development the knowledge and skills acquired through this course. | 1 2 3 4 5 6 7 |

**Individual Rapport**

The professor ...

- |   |               |
|---|---------------|
| 1. Responded appropriately to student questions and comments                      | 1 2 3 4 5 6 7 |
| 2. Made him/herself available for consultation with and/or assistance to students | 1 2 3 4 5 6 7 |
| 3. Showed genuine interest in individual students                                 | 1 2 3 4 5 6 7 |
| 4. Challenged the students to ask questions or express divergent ideas            | 1 2 3 4 5 6 7 |

**Preparation and Organization of the Course**

- |  |               |
|--|---------------|
| 1. Course objectives and requirements were clearly defined in the syllabus                 | 1 2 3 4 5 6 7 |
| 2. The professor gave well-organized presentations   | 1 2 3 4 5 6 7 |
| 3. Class starting and ending and other time restraints were observed                       | 1 2 3 4 5 6 7 |
| 4. Course requirements and instructional objectives were clear and concise in the syllabus | 1 2 3 4 5 6 7 |

5. Overall the course was well organized. 1 2 3 4 5 6 7

### Coverage of the Subject

The Professor ...

1. Demonstrated a thorough knowledge of the course material 1 2 3 4 5 6 7
2. Was well prepared for each class session 1 2 3 4 5 6 7
3. Utilized class time effectively 1 2 3 4 5 6 7
4. Was clear and understandable in explanations 1 2 3 4 5 6 7
5. Used the required textbook throughout the course 1 2 3 4 5 6 7
6. Frequently demonstrated application for the knowledge, resources, and skills acquired through the course 1 2 3 4 5 6 7
7. Provided a list of available/recommended course materials 1 2 3 4 5 6 7

### Interest and Enthusiasm

1. Professor's enthusiasm for the materials helped maintain my interest in the subject 1 2 3 4 5 6 7
2. Professor demonstrated a commitment to Christian principles in his/her teaching 1 2 3 4 5 6 7
3. Professor presented the course effectively in speech, mannerisms, delivery style, etc. 1 2 3 4 5 6 7
4. Professor reflected a pastoral spirit and sensitivity when responding and interacting with students 1 2 3 4 5 6 7
5. Professor's example encouraged me to want to explore the subject further and/ or to maintain the knowledge and skills acquired in the course 1 2 3 4 5 6 7

### Grading and Feedback

1. Overall grading of my work and performance was fair and appropriate 1 2 3 4 5 6 7
2. The professor provided useful feedback on my course assignments 1 2 3 4 5 6 7
3. Graded assignments and tests were returned in a reasonable period of time 1 2 3 4 5 6 7
4. Tests and other assignments reflected the materials presented in the course 1 2 3 4 5 6 7



**Veritas Evangelical Seminary  
Entering Student Survey**

Name Optional \_\_\_\_\_ Date \_\_\_\_\_

1. How did you initially learn about VERITAS?

- Advertisement-Magazine
- Advertisement-Radio
- Book
- Conference-National Conference on Christian Apologetics
- Conference-Other: please specify
- Internet Search
- Internet social network
- Referral-Student
- Referral-alumni
- Referral-faculty/staff
- Referral-word of mouth
- Other: \_\_\_\_\_

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

- Church Ministry
- Lay Ministry
- Personal Enrichment
- Further Education
- Other: \_\_\_\_\_

3. How many miles from the VERITAS campus do you live?

- 10 or fewer
- 11-50
- 51-100
- Over 100

4. How many schools did you apply to for admissions?

- One
- Two
- Other: \_\_\_\_\_

5. Was Veritas your:

- First choice
- Second choice
- Third or greater choice

6. What is the highest academic degree you intend to earn at VERITAS?

- Bachelor's degree  
 Master's degree  
 M. Div

7. 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)

8. 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.

**1- Strongly agree 2- Agree 3- Neutral 4- Disagree 5- Strongly Disagree**

- a. \_\_\_ I am concerned about financing my education at Veritas.  
b. \_\_\_ If Veritas had federal funding I would apply for it.  
c. \_\_\_ I can successfully manage the demands of my chosen degree/major.  
d. \_\_\_ I can successfully manage and cope with stress.  
e. \_\_\_ I will use the library to study.  
f. \_\_\_ I will use email to communicate with my professor.  
g. \_\_\_ I will consult with my advisor to plan out my courses and schedule.  
h. \_\_\_ I will use the school website to find out information.  
i. \_\_\_ I know where to find school forms in Populi.  
j. \_\_\_ I know where to find my academic record in Populi.  
k. \_\_\_ If I wanted to explore my degree requirements I would use the school catalog.  
l. \_\_\_ If I wanted to explore my degree requirements I would use my academic advisor.

**Veritas Evangelical Seminary  
Program Evaluation for the M.A.B.S.**

Name Optional \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Write in the space provided the letter that most accurately expresses your response. If you wish to respond further to any of the questions, write the number of the question with your comments in the blank space on page.

**Leadership and Administration**

For questions 1 and 2 use the rating scale:

**1-Very Satisfied 2-Satisfied 3-Undecided 4-Dissatisfied 5-Very Dissatisfied**

1. \_\_\_ To what extent are you satisfied with the spiritual leadership provided by the Dean?
2. \_\_\_ To what extent are you satisfied with the administrative leadership of VES?

**Public Relations**

State your opinion on the items below using the scale:

**1-Strongly Agree 2-Agree 3-Disagree 4 -Strongly Disagree 5-Don't know**

VES has the confidence of its:

3. \_\_\_ Staff
4. \_\_\_ Faculty
5. \_\_\_ Present Student Body
6. \_\_\_ Alumni
7. \_\_\_ Local Community
8. \_\_\_ Supportive Constituency
9. \_\_\_ VES's promotional materials, such as the VES Catalog, clearly describe and define VES.
10. \_\_\_ Although VES has no affiliation with any denomination, it is open to evangelicals of all denominations.
11. \_\_\_ The curriculum of VES is biblically centered.
12. \_\_\_ The lifestyle expected of students is one which they can reasonably be expected to maintain.
13. \_\_\_ The method of Bible study emphasized at VES (the historical-grammatical method) brings students into direct contact with the Bible. They learn to subject their preconceptions to the written Word of God, thus gaining a balanced understanding of important Christian Doctrines.
14. \_\_\_ VES maintains an atmosphere in which students are enabled to have the highest standards with regards to relationships with the opposite sex.
15. \_\_\_ Through an invigorating variety of student activities, students learn cooperation with others and develop essential leadership skills.

## Academics

16. \_\_\_ What role has VES played in the building of your Christian worldview?  
**A-** Most Influence **B-** Some Influence **C-** Little Influence **D-** No Influence **E-** Uncertain
17. \_\_\_ How has your level of personal compassion for the lost changed as a result of your being at VES?  
**A-** Significant Increase **B-** Some Increase **C-** No Change **D-** Some Decrease **E-** Significant Decrease

For questions 27-30 use the scale:

**1-**Strongly Agree **2-**Agree **3-**Disagree **4-**Strongly Disagree **5-**Don't know

18. \_\_\_ Christians have a responsibility to reach those outside their own culture as well as those of their own culture.
19. \_\_\_ The training I have received at VES has heightened my awareness and understanding of basic Bible principles.
20. \_\_\_ Through their coursework at VES students gain an understanding of the redemptive flow of the Scriptures.

For any of the following courses which you have taken at VES, please indicate the degree to which you think the content of the course is integrated with biblical principles. Do NOT respond for courses you have not taken.

**A-** Thoroughly Integrated **B-** Mostly Integrated **C-** Some Integration **D-** Rarely Integrated **E-** Never Integrated

21. \_\_\_ Logic
22. \_\_\_ Ethics
23. \_\_\_ Apologetics
24. \_\_\_ Contemporary Cults
25. \_\_\_ History of Philosophy
26. \_\_\_ World Religions

**Library**

Evaluate the library in questions 25-28 using the following scale (*residential students only*):

**A-** Always **B-** Mostly **C-** Sometimes **D-** Seldom **E-** Never

27. \_\_\_ The Library's book collection is adequate.

28. \_\_\_ The Library's periodical collection is adequate.

29. \_\_\_ Professional assistance is available.

30. \_\_\_ The Library's operating hours are adequate.

31. Suggestions? \_\_\_\_\_

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**Spiritual Life**

For questions 30-31 use the scale:

**A-** Outstanding **B-** Very Good **C-** Acceptable **D-** Minimal

32. \_\_\_ To what extent does VES encourage your growth in Christlikeness?

33. \_\_\_ To what extent does VES encourage your commitment to ministry regardless of your vocational calling?

**PERSONAL PROFILE**

34. Which program are you pursuing?

A. \_\_\_ Certificate Program

B. \_\_\_ Graduate Program

35. Which degree route are you pursuing?

A. \_\_\_ Theological Studies

B. \_\_\_ Biblical Studies

C. \_\_\_ Christian Apologetics

D. \_\_\_ Divinity (Christian Apologetics emphasis)

E. \_\_\_ Divinity (Biblical Studies emphasis)

36. Credits earned prior to the beginning of this term ( August 2010)

A. \_\_\_ 3-9

B. \_\_\_ 12-15

C. \_\_\_ 18-24

D. \_\_\_ 27+

37. Age

A. \_\_\_ 18-21

B. \_\_\_ 22-25

C. \_\_\_ 26-30

D. \_\_\_ 31-40

E. \_\_\_ 40 +

38. Sex

A. \_\_\_ Female

B. \_\_\_ Male

39. Marital Status

A. \_\_\_ Single

B. \_\_\_ Married

C. \_\_\_ Widowed

D. \_\_\_ Divorced

Thank you for taking the time and effort to complete this survey, your opinions are very important and helpful to us!

**Veritas Evangelical Seminary  
Program Evaluation for the M.A.C.A**

Name Optional \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Write in the space provided the letter that most accurately expresses your response. If you wish to respond further to any of the questions, write the number of the question with your comments in the blank space on page.

**Leadership and Administration**

For questions 1 and 2 use the rating scale:

**1-Very Satisfied 2-Satisfied 3-Undecided 4-Dissatisfied 5-Very Dissatisfied**

1. \_\_\_ To what extent are you satisfied with the spiritual leadership provided by the Dean?
2. \_\_\_ To what extent are you satisfied with the administrative leadership of VES?

**Public Relations**

State your opinion on the items below using the scale:

**1-Strongly Agree 2-Agree 3-Disagree 4 -Strongly Disagree 5-Don't know**

VES has the confidence of its:

3. \_\_\_ Staff
4. \_\_\_ Faculty
5. \_\_\_ Present Student Body
6. \_\_\_ Alumni
7. \_\_\_ Local Community
8. \_\_\_ Supportive Constituency
9. \_\_\_ VES's promotional materials, such as the VES Catalog, clearly describe and define VES.
10. \_\_\_ Although VES has no affiliation with any denomination, it is open to evangelicals of all denominations.
11. \_\_\_ The curriculum of VES is biblically centered.
12. \_\_\_ The lifestyle expected of students is one which they can reasonably be expected to maintain.
13. \_\_\_ The method of Bible study emphasized at VES (the historical-grammatical method) brings students into direct contact with the Bible. They learn to subject their preconceptions to the written Word of God, thus gaining a balanced understanding of important Christian Doctrines.
14. \_\_\_ VES maintains an atmosphere in which students are enabled to have the highest standards with regards to relationships with the opposite sex.
15. \_\_\_ Through an invigorating variety of student activities, students learn cooperation with others and develop essential leadership skills.

### Academics

16. \_\_\_ What role has VES played in the building of your Christian worldview?  
**A-** Most Influence **B-** Some Influence **C-** Little Influence **D-** No Influence **E-** Uncertain
17. \_\_\_ How has your level of personal compassion for the lost changed as a result of your being at VES?  
**B-** Significant Increase **B-** Some Increase **C-** No Change **D-**Some Decrease **E-** Significant Decrease

For questions 27-30 use the scale:

**1-**Strongly Agree **2-**Agree **3-**Disagree **4-**Strongly Disagree **5-**Don't know

18. \_\_\_ Christians have a responsibility to reach those outside their own culture as well as those of their own culture.
19. \_\_\_ The training I have received at VES has heightened my awareness and understanding of basic Bible principles.
20. \_\_\_ Through their coursework at VES students gain an understanding of the redemptive flow of the Scriptures.

For any of the following courses which you have taken at VES, please indicate the degree to which you think the content of the course is integrated with biblical principles. Do NOT respond for courses you have not taken.

**A-** Thoroughly Integrated **B-** Mostly Integrated **C-** Some Integration **D-** Rarely Integrated **E-** Never Integrated

21. \_\_\_ Logic
22. \_\_\_ Ethics
23. \_\_\_ Apologetics
24. \_\_\_ Contemporary Cults
25. \_\_\_ History of Philosophy
26. \_\_\_ World Religions

### Library

Evaluate the library in questions 25-28 using the following scale (*residential students only*):

**A-** Always **B-** Mostly **C-** Sometimes **D-** Seldom **E-** Never

27. \_\_\_ The Library's book collection is adequate.
28. \_\_\_ The Library's periodical collection is adequate.
29. \_\_\_ Professional assistance is available.
30. \_\_\_ The Library's operating hours are adequate.
31. Suggestions? \_\_\_\_\_

**Spiritual Life**

For questions 30-31 use the scale:

**A-** Outstanding **B-** Very Good **C-** Acceptable **D-** Minimal

32. \_\_\_ To what extent does VES encourage your growth in Christlikeness?  
 33. \_\_\_ To what extent does VES encourage your commitment to ministry regardless of your vocational calling?

**PERSONAL PROFILE**

34. Which program are you pursuing?  
 A. \_\_\_ Certificate Program  
 B. \_\_\_ Graduate Program  
 35. Which degree route are you pursuing?  
 A. \_\_\_ Theological Studies  
 B. \_\_\_ Biblical Studies  
 C. \_\_\_ Christian Apologetics  
 D. \_\_\_ Divinity (Christian Apologetics emphasis)  
 E. \_\_\_ Divinity (Biblical Studies emphasis)  
 36. Credits earned prior to the beginning of this term (August 2010)  
 A. \_\_\_ 3-9  
 B. \_\_\_ 12-15  
 C. \_\_\_ 18-24  
 D. \_\_\_ 27+  
 37. Age  
 A. \_\_\_ 18-21  
 B. \_\_\_ 22-25  
 C. \_\_\_ 26-30  
 D. \_\_\_ 31-40  
 E. \_\_\_ 40 +  
 38. Sex  
 A. \_\_\_ Female  
 B. \_\_\_ Male  
 39. Marital Status  
 A. \_\_\_ Single  
 B. \_\_\_ Married  
 C. \_\_\_ Widowed  
 D. \_\_\_ Divorced

Thank you for taking the time and effort to complete this survey, your opinions are very important and helpful to us!

**Veritas Evangelical Seminary  
Program Evaluation for the M.A.T.S**

Name Optional \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Write in the space provided the letter that most accurately expresses your response. If you wish to respond further to any of the questions, write the number of the question with your comments in the blank space on page.

**Leadership and Administration**

For questions 1 and 2 use the rating scale:

**1-Very Satisfied 2-Satisfied 3-Undecided 4-Dissatisfied 5-Very Dissatisfied**

1. \_\_\_ To what extent are you satisfied with the spiritual leadership provided by the Dean?
2. \_\_\_ To what extent are you satisfied with the administrative leadership of VES?

**Public Relations**

State your opinion on the items below using the scale:

**1-Strongly Agree 2-Agree 3-Disagree 4 -Strongly Disagree 5-Don't know**

VES has the confidence of its:

3. \_\_\_ Staff
4. \_\_\_ Faculty
5. \_\_\_ Present Student Body
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8. \_\_\_ Supportive Constituency
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### Academics

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**B-** Most Influence **B-** Some Influence **C-** Little Influence **D-** No Influence **E-** Uncertain
17. \_\_\_ How has your level of personal compassion for the lost changed as a result of your being at VES?  
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For questions 27-30 use the scale:

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**B-** Thoroughly Integrated **B-** Mostly Integrated **C-** Some Integration **D-** Rarely Integrated **E-** Never Integrated

21. \_\_\_ Logic
22. \_\_\_ Ethics
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24. \_\_\_ Contemporary Cults
25. \_\_\_ History of Philosophy
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31. Suggestions? \_\_\_\_\_

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For questions 30-31 use the scale:

**A-** Outstanding **B-** Very Good **C-** Acceptable **D-** Minimal

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Program Evaluation for the M.Div.**

Name Optional \_\_\_\_\_ Date \_\_\_\_\_

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Thank you for taking the time and effort to complete this survey, your opinions are very important and helpful to us!

**VERITAS EVANGELICAL SEMINARY**  
**Directions for developing a student portfolio**  
**M.A.B.S. Degree**

1. Portfolio requirements apply to all students who will be graduating 2014 or later.
2. Read through the objectives for your degree program at the beginning and end of each semester.
3. Collect and save all course work returned to you by the professors and use this and anything else needed to document the description of fulfillment.
4. If you think you have fulfilled or partially fulfilled an objective and have documentation to help demonstrate it write a brief description in the “Description of Fulfillment” column *how* and *when* you fulfilled the objective.
5. Attach documentation to the objectives and descriptions page. Examples of documentation may include copies of research papers, corrected final exams assignments as well as representative work from key courses throughout the curriculum, evaluating such matters as Turabian formatting; biblical, theological, apologetic, philosophical, etc. content; research and writing skills; etc. ministry field experience, etc.
6. When you apply for graduation you must submit this portfolio (in hardcopy) which includes your description and documentation of the fulfilled objectives (even if not all the objectives/outcomes have descriptions). These are due no later than February 15<sup>th</sup> of the year of graduation.
7. This will be sent to the director of your degree program for approval and/or revision.
8. If you have questions or need help please contact your advisor.

MASTER OF ARTS IN BIBLICAL STUDIES  
**EDUCATIONAL GOALS**

EDUCATIONAL GOALS	DESCRIPTION OF FULFILLMENT
the student will have demonstrated knowledge in systematic and historical theology	
The student will demonstrate the ability to teach the Scripture within the church or other ministry venue	
the student will demonstrate competence in the Old and New Testament	
the student demonstrates competence in the ability to research and write in a manner that is hermeneutically and theologically sound	
The student will be able to effectively articulate Christian theology in the church, para-church, or other ministry venue.	

### STUDENT OBJECTIVES

STUDENT OBJECTIVES	DESCRIPTION OF FULFILLMENT
To interpret the Word of God in its own literary, historical, and theological settings with the relevance and meaning which leads to the formation of a biblical worldview	
To develop an apologetic response to the philosophies and movements that threaten the welfare of Christ's Church in the modern age.	
To evaluate for biblical accuracy the theological resources of the church, including the creeds, confessions, sermons, and other historic documents.	
To cultivate a God-honoring Christian walk which leads to an appreciation for and participation in discipleship, world missions, evangelism and church planting.	
To clearly articulate, debate, and teach sound theological beliefs in language consistent with Scripture for the purpose of spiritual growth, teaching, convincing, correcting, and instructing in righteousness.	
To uncompromisingly communicate the Word of God and theological beliefs to a modern world.	
To lead by Christ's example of humility and self sacrificing love and service.	

**VERITAS EVANGELICAL SEMINARY**  
**Directions for developing a student portfolio**

**M.Div Degree**

1. Portfolio requirements apply to all students who will be graduating 2014 or later.
2. Read through the objectives for your degree program at the beginning and end of each semester.
3. Collect and save all course work returned to you by the professors and use this and anything else needed to document the description of fulfillment.
4. If you think you have fulfilled or partially fulfilled an objective and have documentation to help demonstrate it write a brief description in the “Description of Fulfillment” column *how* and *when* you fulfilled the objective.
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6. When you apply for graduation you must submit this portfolio (in hardcopy) which includes your description and documentation of the fulfilled objectives (even if not all the objectives/outcomes have descriptions). These are due no later than February 15<sup>th</sup> of the year of graduation.
7. This will be sent to the director of your degree program for approval and/or revision.
8. If you have questions or need help please contact your advisor.

MASTER OF DIVINITY  
EDUCATIONAL GOALS

EDUCATIONAL GOALS	DESCRIPTION OF FULFILLMENT
the student will have demonstrated knowledge in systematic and historical theology	
the student will demonstrate the ability to interpret the Scriptures from a historical, grammatical, and literal perspective using bibli-cal languages (through the biblical studies tract).	
the student will demonstrate the ability to interpret the Scriptures from a historical, grammatical, and literal perspective being able to confront ancient and modern ideologies that threaten the doctrinal and moral welfare of the church (if gained through the apologetics tract).	
the student will demonstrate the ability to apply biblical content and theology as expressed in the seminary's doctrinal statement to teaching, preaching, discipleship, missions, and in evangelism, as well as in confronting contemporary issues that challenge the church.	
the student will demonstrate competence in the Old and New Testament	
the student demonstrates competence in the ability to research and write in a manner that is hermeneutically and theologically sound	
to effectively articulate Christian theology in the church, para-church, or other ministry venue.	

### STUDENT OBJECTIVES

STUDENT OBJECTIVES	DESCRIPTION OF FULFILLMENT
To interpret the Word of God in its own literary, historical, and theological settings with the relevance and meaning which leads to the formation of a biblical worldview	
To develop an apologetic response to the philosophies and movements that threaten the welfare of Christ's Church in the modern age.	
To evaluate for biblical accuracy the theological resources of the church, including the creeds, confessions, sermons, and other historic documents.	
To cultivate a God-honoring Christian walk which leads to an appreciation for and participation in discipleship, world missions, evangelism and church planting.	
To clearly articulate, debate, and teach sound theological beliefs in language consistent with Scripture for the purpose of spiritual growth, teaching, convincing, correcting, and instructing in righteousness.	
To uncompromisingly communicate the Word of God and theological beliefs to a modern world.	
To lead by Christ's example of humility and self sacrificing love and service.	

**VERITAS EVANGELICAL SEMINARY**  
**Directions for developing a student portfolio**  
**M.A.C.A. Degree**

1. Portfolio requirements apply to all students who will be graduating 2014 or later.
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3. Collect and save all course work returned to you by the professors and use this and anything else needed to document the description of fulfillment.
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6. When you apply for graduation you must submit this portfolio (in hardcopy) which includes your description and documentation of the fulfilled objectives (even if not all the objectives/outcomes have descriptions). These are due no later than February 15<sup>th</sup> of the year of graduation.
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8. If you have questions or need help please contact your advisor.

MASTER OF ARTS IN CHRISTIAN APOLOGETICS  
**EDUCATIONAL GOALS**

EDUCATIONAL GOALS	DESCRIPTION OF FULFILLMENT
the student will have demonstrated knowledge in systematic and historical theology	
the student will have demonstrated knowledge in Christian apologetics	
the student will demonstrate competence in the Old and New Testament	
the student will have demonstrated knowledge in alternative religious perspectives and worldviews	
the student will have demonstrated knowledge in Christian ethics, and philosophy as it relates to proclaiming and defending Christian doctrine	
The student can defend Christian doctrine from ancient and contemporary challenges.	
the student demonstrates competence in the ability to apologetically research, write, articulate, and defend sound Christian doctrine	

### STUDENT OBJECTIVES

STUDENT OBJECTIVES	DESCRIPTION OF FULFILLMENT
To interpret the Word of God in its own literary, historical, and theological settings with the relevance and meaning which leads to the formation of a biblical worldview	
To develop an apologetic response to the philosophies and movements that threaten the welfare of Christ's Church in the modern age.	
To evaluate for biblical accuracy the theological resources of the church, including the creeds, confessions, sermons, and other historic documents.	
To cultivate a God-honoring Christian walk which leads to an appreciation for and participation in discipleship, world missions, evangelism and church planting.	
To clearly articulate, debate, and teach sound theological beliefs in language consistent with Scripture for the purpose of spiritual growth, teaching, convincing, correcting, and instructing in righteousness.	
To uncompromisingly communicate the Word of God and theological beliefs to a modern world.	
To lead by Christ's example of humility and self sacrificing love and service.	

**VERITAS EVANGELICAL SEMINARY**  
**Directions for developing a student portfolio**  
**M.A.T.S Degree**

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MASTER OF ARTS IN THEOLOGICAL STUDIES  
**EDUCATIONAL GOALS**

EDUCATIONAL GOALS	DESCRIPTION OF FULFILLMENT
the student will have demonstrated knowledge in systematic and historical theology	
the student will have demonstrated knowledge in Christian apologetics	
the student will demonstrate competence in the Old and New Testament	
the student demonstrates competence in the ability to research and write in a manner that is hermeneutically and theologically sound	
The student will be able to effectively articulate Christian theology in the church, para-church, or other ministry venue	

### STUDENT OBJECTIVES

STUDENT OBJECTIVES	DESCRIPTION OF FULFILLMENT
To interpret the Word of God in its own literary, historical, and theological settings with the relevance and meaning which leads to the formation of a biblical worldview	
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To lead by Christ's example of humility and self sacrificing love and service	

### Department Assessment Report

Department \_\_\_\_\_

Date of Review \_\_\_\_\_

Committee Members in attendance:

Description of data analyzed: Graduation rates, retention rates, drops, fails, Student Course Surveys, Degree Surveys, portfolios, etc.

#### SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Summary of SWOT analysis findings

Recommendations listed in order of priority

Report Submitted by \_\_\_\_\_

Date Submitted \_\_\_\_\_

**INSTITUTIONAL ASSESSMENT PROCESS COVER SHEET**

Department:       Administration       Academics       Student Services  
Check one       Finances       Facilities

1. Data collected: as applicable

- \_\_\_\_\_
- a. Surveys
- b. Evaluations
- c. Minutes
- d. Portfolios

Dept Head signature  
Date \_\_\_\_\_

2. Data aggregation:

\_\_\_\_\_

Dept Head signature  
Date \_\_\_\_\_

3. SWOT and Department Report

\_\_\_\_\_

Dept Head signature  
Date \_\_\_\_\_

4. Strategic Planning Committee

\_\_\_\_\_

President signature  
Date \_\_\_\_\_

5. Board of Directors

\_\_\_\_\_

Chairman signature  
Date \_\_\_\_\_

## 2013 Institutional Effectiveness Summary

Enrollment and graduates by Degree Program						
Degree Program	Students Enrolled	Graduates	Projected May 2014 Grads			
MATS	57	9	4			
MABS	20	0	0			
MACA	46	2	5			
MDiv	51	0	2			

Retention Rates						
Retention rate/ year						
2011	53%					
2012	79%					
2013	97%					

Enrollment History						
Total Enrollment/year	Students Enrolled					
2009	48					
2010	90					
2011	129					
2012	162					
2013	167					