

Institutional Effectiveness 2018 Report



Office of Regulatory Compliance

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Purpose

The purpose of Institutional Effectiveness at Grace School of Theology (GRACE) is to support and implement the mission, vision, and goals through the purposeful, systematic collection of information. The analyzed data is used to interpret, measure, and continuously improve the effectiveness of the seminary's programs, policies, and practices. GRACE is fully committed to the need for and value of ongoing, continuous self-evaluation. This report is a collection of data, statistics, and survey results over the 2016-2017 Academic Year. It is made public for the interest of potential students, donors, and accrediting agencies.



Institutional Objectives

GRACE has eight institutional objectives that all focus on student learning. As an academic community of faith, GRACE seeks to guide students:

1. To develop a personal Christian philosophy of service and an ethical and spiritual commitment which is based upon and examined in the light of biblical revelation.
2. To grow in an understanding of the Word of God that is textually based, theologically consistent, and scripturally sound.
3. To develop effectiveness in the use and understanding of communications, both written and spoken, employing analytical and logical thinking in the process.
4. To become a contributor to God's kingdom in a manner consistent with historical, conservative, evangelical Christian principles, leading and participating responsibly in local church, community, and world affairs.
5. To accurately handle the Word of God in ministries appropriate to their calling.
6. To grow in understanding, appreciation, and application of biblical exegesis, biblical and systematic theology, biblical interpretation, hermeneutics, history, the church, and global ministry opportunities.
7. To prepare students to make life long commitments and investments of their lives in Christian ministries.
8. To prepare students for continuing study by becoming acquainted with electronic technology resources and methods of scholarly research.

Chart: Maps the Curriculum with the Institutional Objectives

GRACE Objectives	Undergraduate Level Courses	Graduate Level Courses
1. To develop a personal Christian philosophy of service and an ethical and spiritual commitment which is based upon and examined in the light of biblical revelation.	TH-300 The Life of the Believer PH-201 Intro. to Philosophy PH-202 Intro. to Apologetics	All Ministry Courses MS-550 Spiritual Life MS-763 Introduction to Ministry
2. To grow in an understanding of the Word of God that is textually based, theologically consistent, and scripturally sound.	TH-310 Principles of Biblical Interp. TH-407 Doctrine 1 – The Bible and God	TH-560 Hermeneutics TH-565 Bibliology and Theology Proper
3. To develop effectiveness in the use and understanding of communications, both written and spoken, employing analytical and logical thinking in the process	RS-210 Research Writing and Technology CM-103 Communication Skills MS-402 Homiletics EN-103/EN-104 English Comp 1, 2	RS-503 Research Methods, Writing, and Technology MS-755 Preaching & Teaching for Impact RS-890/892 Thesis (ThM Only)
4. To become a contributor to God's kingdom in a manner consistent with historical, conservative, evangelical Christian principles, leading and participating responsibly in local church, community, and world affairs.	MS-430 Internship MS-404 Spiritual Leadership MS-312 Ministry Stewardship	MS-755 Biblical Preaching & Teaching MS-757 Basic Biblical Counseling; MS-795 Servant Leadership MS-854 Pastoral Ministries MS-8901/891 Ministry Internship 1, 2
5. To accurately handle the Word of God in ministries appropriate to their calling.	All Ministry Courses	All Ministry Courses
6. To grow in understanding, appreciation, and application of biblical exegesis, biblical and systematic theology, biblical interpretation, hermeneutics, history, the church, and global ministry opportunities.	Bible Exposition Core; Systematic Theology Core TH-310 Principles of Biblical Interp.	Bible Exposition Core; Systematic Theology Core TH-560 Hermeneutics TH-767 Church History and Historical Theology Biblical Languages (MDiv and ThM levels) MS-854 Pastoral Ministries MS-753 World Missions
7. To prepare students to make life long commitments and investments of their lives in Christian ministries.	MS-312 Ministry Stewardship MS-430 Internship All Ministry Courses	MS-761 Ministry Stewardship MS-763 Introduction to Ministry MS-8901/891 Ministry Internship 1, 2 All Other Ministry Courses
8. To prepare students for continuing study by becoming acquainted with electronic technology resources and methods of scholarly research.	RS-210 Research Writing and Technology	RS-503 Research Methods, Writing, and Technology RS-890/892 Thesis (ThM Only)

Program Learning Outcomes

Student Learning Outcomes (SLOs) identified in course syllabi reflect the primary mission and purpose of the institution. GRACE provides and mandates the use of a syllabus template that includes a matrix/rubric designed to map SLOs and Program Learning Outcomes (PLOs) with student achievement and competencies. Course learning outcomes are measureable and evaluated through student outcome competencies such as examinations, research assignments, and presentations and other assignments as determined by the course instructor.

Undergraduate Programs

Biblical Studies Certificate (BSC)

1. Express a general knowledge of key books of the Bible, including individuals, major events, and historical settings.
2. Explain key doctrines of the Bible in basic terms.
3. Understand the Free-Grace principles of progressive sanctification in their personal life.

Diploma in Biblical Studies (DBS)

1. Express a general knowledge of the books of the Bible, including key individuals, major events, and historical settings.
2. Articulate a synthesis of every major category of systematic theology.
3. Understand and articulate the grace principles of progressive sanctification in life and ministry.

Associate of Arts in Biblical Studies (AABS)

1. Express a general knowledge of the books of the Bible, including key individuals, major events, and historical settings.
2. Articulate a synthesis of every major category of systematic theology.
3. Understand and articulate the Free-Grace principles of progressive sanctification in life and ministry.

General Education Core Competencies

There are four General Education Core Competencies that are taught in the undergraduate degree programs in the offered coursework.

1. Communication: Demonstrate writing and speaking skills using logic to analyze and present argumentation, and to conduct proper research skills and documentation.
2. Information Literacy: Demonstrate basic competency in operating systems and software, use technology to locate information, evaluate its quality and applicability of information, and use that technology and information ethically.

3. Reasoning and Critical Thinking: Demonstrate quantitative and scientific reasoning, and critical thinking skills.
4. Biblical Worldview: Differentiate between biblical and secular approaches and be able to articulate and apply biblical principles in various ethical situations.

Bachelor of Arts in Biblical Studies (BABS)

1. Express a general knowledge of the books of the Bible, including key individuals, major events, and historical settings.
2. Articulate a synthesis of every major category of systematic theology.
3. Exegete and apply Scripture using inductive methods and principles of literal-grammatical-historical principles of interpretation.
4. Communicate biblical truth clearly and effectively and make application to everyday living.
5. Relate effectively as a servant-leader in a local church or para-church setting.
6. Understand and articulate the grace principles of progressive sanctification in life and ministry.

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3. Reasoning and Critical Thinking: Demonstrate quantitative and scientific reasoning, and critical thinking skills.
4. Biblical Worldview: Differentiate between biblical and secular approaches and be able to articulate and apply biblical principles in various ethical situations.

Graduate Programs

Master of Ministry (MM)

1. Describe major concepts of each area of ministry studied.
2. Acquire ministry skills in their area of interest and expertise.
3. Understand and articulate the grace principles of progressive sanctification.

Master of Arts in Biblical Studies (MABS)

1. Explain a comprehensive overview of the basic content and theme of each book in the Old and New Testament.

2. Articulate a synthesis of every major category of systematic theology and trace its development throughout church history.
3. Exegete and apply Scripture using inductive methods and principles of literal-grammatical-historical hermeneutics.
4. Understand and articulate the grace principles of progressive sanctification.
5. Communicate effectively, orally and in writing.

Master of Divinity (MDiv)

1. Explain a comprehensive overview of the basic content and theme of each book in the Old and New Testament.
2. Articulate a synthesis of every major category of systematic theology and trace its development throughout church history.
3. Understand and articulate the grace principles of progressive sanctification.
4. Demonstrate a working knowledge of biblical Hebrew and Greek.
5. Lead a local church or para-church ministry by utilizing practical ministry skills and communicating effectively.
6. Communicate effectively, orally and in writing.

Master of Theology (ThM)

1. Demonstrate the ability to exegete the Hebrew and Greek texts of the Bible.
2. Conduct research at the advanced masters-level with breadth and depth within a specific field of study.

Postgraduate Programs

Doctor of Ministry (DMin)

1. Construct biblical solutions that address the student's challenges in his/her specific contextual and cultural ministry.
2. Develop a biblical theology of personal and corporate spiritual formation.
3. Demonstrate advanced ministry and leadership skills in their particular area of ministry.
4. Communicate biblical and theological truths that result in ministry effectiveness.
5. Contribute to the body of knowledge in Christian ministry.

Chart: Maps the Program Learning Outcomes with the Institutional Objectives

GRACE Objectives	Undergraduate Program Learning Outcomes	Graduate Program Learning Outcomes
1. To develop a personal Christian philosophy of service and an ethical and spiritual commitment which is based upon and examined in the light of biblical revelation.	Understand and articulate the grace principles of progressive sanctification in life and ministry. (All UG Programs)	Understand and articulate the grace principles of progressive sanctification. (All Grad Programs)
2. To grow in an understanding of the Word of God that is textually based, theologically consistent, and scripturally sound.	Articulate a synthesis of every major category of systematic theology. (All UG Programs)	Articulate a synthesis of every major category of systematic theology and trace its development throughout church history. (MABS, MDIV)
3. To develop effectiveness in the use and understanding of communications, both written and spoken, employing analytical and logical thinking in the process.	Communicate biblical truth clearly and effectively and make application to everyday living. (BABS)	Communicate effectively, orally and in writing. (MABS, MDIV) Conduct research at the advanced graduate level with breadth and depth within a specific field of study. (ThM)
4. To become a contributor to God's kingdom in a manner consistent with historical, conservative, evangelical Christian principles, leading and participating responsibly in local church, community, and world affairs.	Relate effectively as a servant-leader in a local church or para-church setting. (BABS)	Describe major concepts of each area of ministry studied. (MM) Acquire ministry skills in their area of interest and expertise. (MM) Lead a local church or para-church ministry by utilizing practical ministry skills and communicating effectively. (MDIV)
5. To accurately handle the Word of God in ministries appropriate to their calling.	Communicate biblical truth clearly and effectively and make application to everyday living. (BABS) Relate effectively as a servant-leader in a local church or para-church setting. (BABS)	Communicate effectively, orally and in writing. (MABS, MDIV) Lead a local church or para-church ministry by utilizing practical ministry skills and communicating effectively. (MDIV)
6. To grow in understanding, appreciation, and application of biblical exegesis, biblical	Express a general knowledge of key books of the Bible, including individuals, major	Explain a comprehensive overview of the basic content and theme of each book in the Old and New Testament.

and systematic theology, biblical interpretation, hermeneutics, history, the church, and global ministry opportunities.	events, and historical settings. (All UG Programs) Explain key doctrines of the Bible in basic terms. (All UG Programs) Exegete and apply Scripture using inductive methods and principles of literal-grammatical-historical principles of interpretation. (BABS)	(MABS, MDIV) Articulate a synthesis of every major category of systematic theology and trace its development throughout church history. (MABS, MDIV) Exegete and apply Scripture using inductive methods and principles of literal-grammatical-historical hermeneutics. (MABS, MDIV) Demonstrate a working knowledge of biblical Hebrew and Greek. (MDIV) Demonstrate the ability to exegete the Hebrew and/or Greek texts of the Bible. (ThM)
7. To prepare students to make life long commitments and investments of their lives in Christian ministries.	Relate effectively as a servant-leader in a local church or para-church setting. (BABS)	Describe major concepts of each area of ministry studied. (MM) Acquire ministry skills in their area of interest and expertise. (MM) Lead a local church or para-church ministry by utilizing practical ministry skills and communicating effectively. (MDIV)
8. To prepare students for continuing study by becoming acquainted with electronic technology resources and methods of scholarly research.	Communicate biblical truth clearly and effectively and make application to everyday living.	Communicate effectively, orally and in writing. (MABS, MDIV) Conduct research at the advanced graduate level with breadth and depth within a specific field of study. (ThM)

PLO Assessment

GRACE realizes that student learning is best assessed using direct measures and has been intentional in using this process in its culture of assessment. Examples of direct measures are exams, quizzes, essays, and papers graded using a standardized rubric. Embedded direct assessments (taken from specific sections of a student's normal assignment within a particular course) are ideal since they can focus on specific learning that is desired at the program level. Direct measures are all superior to indirect measures such as students' surveys or opinions, graduation rates, retention rates, and job placement rates. These all have too many variables and inconsistencies, in addition to the difficulty to determine benchmark values in higher education.

GRACE intentionally measures student learning through the use of direct measures. Typically, research papers are collected from specific courses that have Course Learning Outcomes (CLOs) that map to a specific PLO. These papers are sanitized of student personal information. An achievement target is determined, i.e., what a passing score would be. During a meeting of qualified faculty members, the

papers are scored using an institutional rubric. Typically, two different faculty members score each paper at least once. The scores of all papers from all participating faculty is averaged. If the final average score is equal to or higher than the achievement target, then no action needs to be taken. If it is below, then the Deans will meet with the appropriate faculty to determine ways in which to improve the final average score. A PLO Assessment Design Template is used to document the data for each PLO measured.

Since 2010, sixteen PLOs have been assessed. Raw data for the direct assessments of the PLOs is available in the VPAA office.

Program Review Process

The Academic Department is responsible for conducting Academic Program Reviews. The program is typically benchmarked nationally against like Christian, Evangelical Seminary programs that are offering the same or similar degree program of the review. Typically, 4-6 institutions are benchmarked. The purpose of such evaluation is to ensure that the program is well structured and provides a depth required for quality and excellence in higher education. As the data collected is analyzed and trends and anomalies are uncovered, adjustments may be recommended in regards to curriculum structure and delivery.

This process is much broader than the Curricular Review process in that a Program Review looks beyond just the curriculum and evaluates enrollment and graduation trends, faculty quality and sufficiency, library services, appropriate student support services, facilities, classrooms, and support staff, as they relate to that program.

**The Program Review for the Bachelor of Arts in Biblical Studies was completed in 2018.
The results can be found in Appendix A (p13).**

Assessment Tools

Graduation Rate

For this reporting period: Using the Fall 2012 entering cohort, calculate the percentage of first-time, full-time, program completers who did so within 150% of the normal (or expected) time for completion.

Job Placement

Job Placement is defined as the percentage of graduates who find field-of-study related employment within 12 months of graduation. Calculated on graduates in 2017.

Retention Rate

Retention Rate is defined as the percentage of first-time, full-time, degree-seeking students enrolled in the previous fall that re-enroll the following fall. This definition applies for students in the Bachelor's Program. The institution currently has no students that fall into this category as both first-time and full-time in the Bachelors Program. Fall 2017- Fall 2018

Biblical Studies Certificate (BSC)

Graduation Rate:

There were no first-time full-time students in this program in 2012.

Associate of Arts in Biblical Studies (AABS)

Graduation Rate:

There were no first-time full-time students in this program in 2012.

Job Placement Rate: 0%

The one student in this category found employment at a non-ministry job.

Retention Rate:

There were no first-time full-time students in this program in Fall 2017.

Bachelor of Arts in Biblical Studies (BABS)

Graduation Rate:

There were no first-time full-time students in this program in 2012.

Job Placement Rate: 50%

One student in this category found employment at a non-ministry job and one found employment at a ministry related job.

Retention Rate: 0%

The one student in this category did not return Fall 2018.

Master of Ministry (MM)Graduation Rate: 0%

The one student in this category completed the program within 200%.

Job Placement Rate: 100%

The one student in this category found ministry related employment.

Retention Rate: 100%

The three students in this category returned Fall 2018.

Master of Arts (Biblical Studies) (MA(BS))Graduation Rate: 50%

One of the two students in this category did not complete the program.

Job Placement Rate: 100%

The three students in this category found ministry related employment.

Retention Rate:

There were no first-time full-time students in this program in Fall 2017.

Master of Divinity (MDiv)Graduation Rate: 0%

The one student in this category did not complete the program.

Job Placement Rate:

There were no students in this category.

Retention Rate: 100%

The one student in this category returned Fall 2018.

Master of Theology (ThM)Graduation Rate: 0%

There were no first-time full-time students in this program in 2012.

Job Placement Rate: 100%Retention Rate: 0%

There were no first-time full-time students in this program in Fall 2017.

Survey Results

New Student Survey

The results of the Appendix B (p34).

Student Satisfaction Survey

The results of the Appendix C (p47).

Graduate Surveys

The results of the Appendix D (p70).

Program Review 2018

Bachelor of Arts in Biblical Studies

I. Curricular Review

A. Enrollment

1. Course Enrollment History

The following data shows a 3-year enrollment history of all courses in the BABS program.

Table 1(E) Course Enrollment (Fall 2014-Summer 2017)

ENGLISH

Code	Course	FA 14	SP 15	SU 15	TTL	FA 15	SP 16	SU 16	TTL	FA 16	SP 17	SU 17	TTL
RS-210	Research Writing and Technology	8	9		17	14	7	12	33	11	20	2	33
TH-300	The Life of the Believer	7		6	13	12	6	3	21			7	7
TH-310	Principles of Biblical Interpretation	9	5		14	4	10		14	20	19		39
TH-330	Doctrine of Salvation		6		6		11		11		14		14
BI-303	Pentateuch	10			10	2	5	4	11			4	4
BI-305	The History of Israel	5			5	15			15				
BI-307	Prophetic Books	6			6	9			9				
BI-309	Poetic Books		6		6					14			14
BI-340	The Life of Christ			1	1			4	4			7	7
BI-342	Pauline Epistles (less Romans)	5			5								
BI-343	Acts		6		6		4		4				
BI-344	Romans		11		11		10		10		9		9
BI-346	General Epistles and Revelation			7	7					16			16
TH-407	Doctrine 1: The Bible and God		7	4	11		6		6			5	5
TH-412	Doctrine 2: Man, Sin and Spirit Beings		3		3	9	2		11	5	4		9
TH-415	Doctrine 3: Christ and the Holy Spirit	4	3		7	7	6		13	8	5		13
TH-420	Doctrine 4: The Church and Last Things		7		7	5	3		8	2	4		6
TH-430	Doctrinal Summary 1					4			4	2			2
TH-435	Doctrinal Summary 2						4		4		2		2
MS-312	Ministry Stewardship		10		10	6	5			1	3		4
MS-310	Conflict Resolution	6			6	11			11	10			10
MS-402	Homiletics		5		5		7		7		12		12
MS-404	Spiritual Leadership	4			4	12			12	2			2
MS-430	Internship	1	2		3	0	3		3	1	4		5
MS-450	Christian Counseling			4	4			1	1			8	8
EN-103	English Composition 1						3		3				
HI-203	Early Church History						8		8				
CM-103	Communication Skills												
MA-103	Math for General Education												
PH-201	Introduction to Philosophy							4	4				
PH-202	Introduction to Apologetics									3			3
EN-104	English Composition 2												
NS-103	Physical Science										4		4
BC-101	General Psychology and Counseling											4	4
SS-204	Cultural Anthropology												
MU-203	Music and Worship									4			4
HI-207	Foundations of Western Civilization										8		8
BI-201	Old Testament Survey										5		5
BI-203	New Testament Survey											3	3

Table 2(E) Enrollment Summary

ENGLISH

Code	Course	14/15 Total	15/16 Total	16/17 Total	14 to 15 Trend	15 to 16 Trend
RS-210	Research Writing and Technology	17	33	33	94%	0%
TH-300	The Life of the Believer	13	21	7	62%	-67%
TH-310	Principles of Biblical Interpretation	14	14	39	0%	179%
TH-330	Doctrine of Salvation	6	11	14	83%	27%
BI-303	Pentateuch	10	11	4	10%	-64%
BI-305	The History of Israel	5	15		200%	-100%
BI-307	Prophetic Books	6	9		50%	-100%
BI-309	Poetic Books	6		14	-100%	
BI-340	The Life of Christ	1	4	7	300%	75%
BI-342	Pauline Epistles (less Romans)	5			-100%	
BI-343	Acts	6	4		-33%	-100%
BI-344	Romans	11	10	9	-9%	-10%
BI-346	General Epistles and Revelation	7		16	-100%	
TH-407	Doctrine 1: The Bible and God	11	6	5	-45%	-17%
TH-412	Doctrine 2: Man, Sin and Spirit Beings	3	11	9	267%	-18%
TH-415	Doctrine 3: Christ and the Holy Spirit	7	13	13	86%	0%
TH-420	Doctrine 4: The Church and Last Things	7	8	6	14%	-25%
TH-430	Doctrinal Summary 1		4	2		-50%
TH-435	Doctrinal Summary 2		4	2		-50%
MS-312	Ministry Stewardship	10		4	-100%	
MS-310	Conflict Resolution	6	11	10	83%	-9%
MS-402	Homiletics	5	7	12	40%	71%
MS-404	Spiritual Leadership	4	12	2	200%	-83%
MS-430	Internship	3	3	5	0%	67%
EN-103	English Composition 1		3			
HI-203	Early Church History		8			
CM-103	Communication Skills					
MA-103	Math for General Education					
PH-201	Introduction to Philosophy		4			
PH-202	Introduction to Apologetics			3		
EN-104	English Composition 2					
NS-103	Physical Science			4		
BC-101	General Psychology and Counseling			4		
SS-204	Cultural Anthropology					
MU-203	Music and Worship			4		
HI-207	Foundations of Western Civilization			8		
MS-450	Christian Counseling	4	1	8	-75%	700%
BI-201	Old Testament Survey			5		
BI-203	New Testament Survey			3		

Table 1(S) Course Enrollment (Fall 2014-Summer 2017)

SPANISH

Code	Course	FA 14	SP 15	SU 15	TTL	FA 15	SP 16	SU 16	TTL	FA 16	SP 17	SU 17	TTL
RS-210	Investigación y Escritura	1		5	6		42	10	52	18	4	2	24
TH-300	La Vida del Creyente	5	6	2	13		7	22	29	3	5		8
TH-310	Principios de Interpretación Bíblica			2	2	3		10	13	20	6	3	29
TH-330	La Doctrina de la Salvación	2	10		12		16		16		14		14
BI-303	El Pentateuco	0	1		1	6		1	7		4		4
BI-305	La Historia de Israel		4		4	2			2		3		3
BI-307	Libros Proféticos						5		5				
BI-309	Libros Poéticos		10		10					5			5
BI-340	La Vida de Cristo		8	5	13	27			27	7			7
BI-342	Epístolas Paulinas (Menos Romanos)						11		11				
BI-343	Hechos						4		4	4			4
BI-344	Romanos											8	8
BI-346	Epístolas Generales y Apocalipsis											5	5
TH-407	Doctrina 1: La Biblia y Dios					17	4		21			5	5
TH-412	Doctrina 2: El Hombre, Pecado y Seres		2		2	7	4		11		10		10
TH-415	Doctrina 3: Cristo y Espíritu Santo		7		7		8		8				
TH-420	Doctrina 4: La Iglesia y las Ultimas			5	5					2			2
TH-430	Resumen Doctrinal 1					1	1		2	2	1		3
TH-435	Resumen Doctrinal 2		1		1						2		2
MS-312	Mayordomía Ministerial			5	5	8			8		10	7	17
MS-310	Resolución de Conflictos					3			3	6			6
MS-402	Homilética						1		1	8			8
MS-404	Liderazgo Espiritual						4		4	4			4
MS-430	Ministerio Práctico		1		1					2			2
EN-103	Redacción Castellana I												
HI-203	Historia de la Iglesia Primitiva											4	4
CM-103	Habilidades de la Comunicación												
MA-103	Matemáticas para la Educación General												
PH-201	Introducción a la Filosofía						7		7		4		4
PH-202	Introducción a la Apologética												
MU-203	Música y Adoración						3		3				
BC-101	Psicología General y Consejería									11			11
SS-204	Antropología Cultural												
NS-103	Ciencia Física												
SP-104	Redacción Castellana II												
HI-207	Fundamentos de la Civilización Occidental												
NS-105	La Ciencia y la Existencia de Dios						4		4				
BI-203	Panorama del Nuevo Testamento										5		5

Table 2(S) Enrollment Summary

SPANISH

Code	Course	14/15 Total	15/16 Total	16/17 Total	14 to 15 Trend	15 to 16 Trend
RS-210	Investigación y Escritura	6	52	24	767%	-54%
TH-300	La Vida del Creyente	13	29	8	123%	-72%
TH-310	Principios de Interpretación Bíblica	2	13	29	550%	123%
TH-330	La Doctrina de la Salvación	12	16	14	33%	-13%
BI-303	El Pentateuco	1	7	4	600%	-43%
BI-305	La Historia de Israel	4	2	3	-50%	50%
BI-307	Libros Proféticos		5			-100%
BI-309	Libros Poéticos	10		5	-100%	
BI-340	La Vida de Cristo	13	27	7	108%	-74%
BI-342	Epístolas Paulinas (Menos Romanos)		11			-100%
BI-343	Hechos		4	4		0%
BI-344	Romanos			8		
BI-346	Epístolas Generales y Apocalipsis			5		
TH-407	Doctrina 1: La Biblia y Dios		21	5		-76%
TH-412	Doctrina 2: El Hombre, Pecado y Seres	2	11	10	450%	-9%
TH-415	Doctrina 3: Cristo y Espíritu Santo	7	8		14%	-100%
TH-420	Doctrina 4: La Iglesia y las Últimas Cosas	5		2	-100%	
TH-430	Resumen Doctrinal 1		2	3		50%
TH-435	Resumen Doctrinal 2	1		2	-100%	
MS-312	Mayordomía Ministerial	5	8	17	60%	113%
MS-310	Resolución de Conflictos		3	6		100%
MS-402	Homilética		1	8		700%
MS-404	Liderazgo Espiritual		4	4		0%
MS-430	Ministerio Práctico	1		2	-100%	
EN-103	Redacción Castellana I					
HI-203	Historia de la Iglesia Primitiva			4		
CM-103	Habilidades de la Comunicación					
MA-103	Matemáticas para la Educación General					
PH-201	Introducción a la Filosofía		7	4		-43%
PH-202	Introducción a la Apologética					
MU-203	Música y Adoración		3			
BC-101	Psicología General y Consejería			11		
SS-204	Antropología Cultural					
NS-103	Ciencia Física					
SP-104	Redacción Castellana II					
HI-207	Fundamentos de la Civilización					
NS-105	La Ciencia y la Existencia de Dios		4			
BI-203	Panorama del Nuevo Testamento			5		

2. Analysis of Course Enrollment

a. Are any courses within the last 3 years under enrolled?

Response:

English:

The Undergraduate Program is relatively new making it difficult to evaluate and see what courses are under enrolled. In general, the enrollment in the program's core and all required courses shows a healthy growth. However, MS-312 Ministry Stewardship shows a steep decrease over the year. This is true of MS-430 Spiritual Leadership.

Spanish:

The Undergraduate Spanish Program is also relatively new. However, in the program core and required courses show a significant growth.

B. Retention, Completion, and Graduation

1. Cohorts

The following data shows a 5-year summary of all cohorts in the BABS program.

Table 3(E) Enrollment & Completion/Graduation Data

BABS COHORT	12/13	13/14	14/15	15/16	16/17	COMMENTS
Student Total	5	22	23	27	21	
Retention	N/A	N/A	N/A	0%	N/A	2015/2016 was the only academic year that a first-time, full-time student began the program. The other years included either transfer students or part-time only students.
Re-Enrollment Total	5	16	17	20	15	
Re-Enrollment %	100%	73%	74%	74%	71%	
Completion Total	1	1	0	0	0	
Completion Rate	N/A	N/A	N/A	N/A	N/A	The 150% completion time for the first Cohort in 2012/2013 will be at the end of the calendar year 2018-2019. The Completion rate is not yet applicable.
Pursuing	3	5	9	8	13	As of the Summer 2017 semester.
% of Total	60%	23%	39%	30%	62%	
Inactive	1	16	14	19	8	
% of Total	20%	73%	61%	70%	38%	
1 Semester Only	0	6	6	7	6	Why are these students taking one semester and not returning?
No Matriculation	0	3	2	6	6	

Table 3(S) Enrollment & Completion/Graduation Data

BABS COHORT	12/13	13/14	14/15	15/16	16/17	COMMENTS
Student Total			35	69	13	
Retention			N/A	N/A	N/A	There have been no first-time, full-time students in this program.
Re-Enrollment Total			25	53	12	
Re-Enrollment %			71%	77%	92%	
Completion Total			5	0	0	
Completion Rate			N/A	N/A	N/A	The 150% completion time for the first Cohort in 2014/2015 will be at the end of the calendar year 2020-2021. The Completion rate is not yet applicable.
Pursuing			13	14	10	As of the Summer 2017 semester.
% of Total			37%	20%	77%	
Inactive			17	55	3	
% of Total			49%	80%	23%	
1 Semester Only			10	17	1	Why are these students taking one semester and not returning?
No Matriculation			6	5	7	

Analysis:

An assessment of the number of students dropping out after the first semester may be the result of the course load not being appropriate at the undergraduate level.

Response:

Steps have been taken to reassure that the undergraduate course loads and academic rigor are at appropriate levels and completely separate from the graduate courses.

C. Curriculum Map

1. Program Learning Outcomes

The following chart identifies Program Learning Outcomes for the BABS program.

Table 4 Curriculum Map

BABS Program Learning Objectives	Courses that develop related PLOs		Assessment Method	Assessment Strategy	Assessment Timeline
	Units	Code-Title			
1. Express a general knowledge of the books of the Bible, including key individuals, major events, and historical settings.	3	BI-303 Pentateuch	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric.	Aug-Jul Each Year
	3	BI-305 The History of Israel			
	3	BI-307 Prophetic Books			
	3	BI-309 Poetic Books			
	3	BI-340 The Life of Christ			
	3	BI-342 Pauline Epistles (less Romans)			
	3	BI-343 Acts			
	3	BI-344 Romans			
2. Articulate a synthesis of every major category of systematic theology.	3	TH-407 Doctrine 1 – The Bible and God	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric.	Aug-Jul Each Year
	3	TH-412 Doctrine 2 – Man, Sin, and Spirit Beings			
	3	TH-415 Doctrine 3-Crist and the Holy Spirit			
	3	TH-420 Doctrine 4-The Church and Last Things			
	3	TH-430 Doctrinal Summery 1 (4 credits)			
3. Exegete and apply Scripture using inductive methods and principles of literal-grammatical-historical principles of interpretation.	3	TH-310 Principles of Biblical Interpretation	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric	Aug-Jul Each Year
	3	RS-210 Research Writing & Technology			
4. Communicate biblical truth clearly and effectively and make application to everyday living.	2	MS-402 Homiletics	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric	Aug-Jul Each Year
	2	MS-312 Ministry Internship			
	2	MS-310 Conflict Resolution			
	2	MS-430 Internship			

5. Relate effectively as a servant-leader in a local church or para-church setting.	2	MS-404 Spiritual leadership	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric	Aug-Jul Each Year
6. Understand and articulate the grace principles of progressive sanctification in life and ministry.	3	TH-330 Doctrine of Salvation	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric	Aug-Jul Each Year
	3	TH-300 The Life of the Believer			
Gen Ed. PLO					
<i>1. Communication:</i> Demonstrate writing and speaking skills using logic to analyze and present argumentation, and to conduct proper research skills and documentation	3	EN-103 English Composition I	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric	Aug-Jul Each Year
	3	EN-104 English Composition II			
	3	CM-103 Communication Skills			
	3	BC-101 General Psychology & Counseling			
	3	MU-203 Music and Worship			
<i>2. Information Literacy:</i> Demonstrate basic competency in operating systems and software, use technology to locate information, evaluate its quality and applicability of information, and use that technology and information ethically	3	RS-210 Research Writing and Technology	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric	Aug-Jul Each Year
<i>3. Reasoning and Critical Thinking:</i> Demonstrate quantitative and scientific reasoning, and critical thinking skills.	3	MA-103 Math for General Education	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric	Aug-Jul Each Year
	3	PH-202 Introduction to Apologetics			
	3	NS-103 Physical Science			
<i>4. Biblical Worldview:</i> Differentiate between biblical and secular approaches and be able to articulate and apply biblical principles in various ethical situations.	3	PH-201 Introduction to Philosophy	Embedded Assessment	Scoring of sample assignments from two or three courses using a grading rubric	Aug-Jul Each Year
	3	SS-204 Cultural Anthropology			
	3	HI-107 Early Church History			
	3	HI-Foundations of Western Civilization			

2. Assessment of Program Learning Outcomes

a. What are the Assessment Methods, Strategies, and Timelines of Learning Outcomes?

Response:

Embedded Assessment [Direct Measures] in Bible, Ministry Skills, Theology courses and General Education courses is measured using Institutional Rubric designed by Faculty.

Free grace principles PLO is measured directly through embedded assessment in the Doctrine of Salvation course offered at least once per academic year, and indirectly through Principles of Biblical Interpretation and the Life of the Believer each semester.

3. Analysis of Curricular Design

a. If courses are identified as potentially duplicating other offerings in the major/program, identify basic differences between the courses or eliminate offerings which are, in fact, duplicative.

Response:

RS-210 Research Writing and Technology is focused specially on three elements: research, writing and technology. EN-103 English Composition 1 and EN-104 English Composition 2 focus more on different forms of writing and on writing college level research papers and assignments.

4. Analysis of Syllabi

a. After a review of the syllabi for the program, do the syllabi in the major/program follow the prescribed format?

Response:

Syllabi are reviewed before each semester begins at the time when professors are submitting their first draft of syllabi. Such review insures that every syllabus is in compliance of all the elements specified in the syllabi template that was provided to them.

b. Are the Learning Outcomes as stated on the syllabi measureable?

Response:

Professors are required to use the syllabus template to assist them in creating measurable learning outcomes. Review of the syllabi reveals that the program leaning outcomes as stated in the selected syllabi address the program learning outcomes in measurable ways such as writing research papers, taking test, writing books summaries and interacting in a variety of discussion board forums.

c. What changes/improvements have been made as a result of your syllabi review process?

Response:

Over the past four years, the syllabus review process has provided opportunities to update the following areas. First, in order to augment the policy of prerequisite for certain courses, the syllabi for all the Bible courses are to specify course prerequisites to them, namely TH-310 Principles of Biblical Interpretation and RS-210 Research Writing and Technology. Second, an additional SAT

(Summary of Assignments Tasks) form needs to be created and turned in with each syllabus with the purpose to double-check the course assignments and to ensure accuracy of the syllabus content. Third, in order to assure that each course meets the standard course hour requirement, professors are required to use Course Hour Calculator that was designed to help them calculate total hours to successfully complete the course. Fourth, Grace began to use Turnitin, a plagiarism detection program in 2015. The syllabus now highlights in bold-face letters the utilization of such automatic detection technology along with the newly updated Academic integrity policy.

II. Faculty Review

A. Faculty Credential Review

1. Instructional Staff Listing

a. Does the current ISL include the following:

Faculty Name, Faculty Status—FT/PT, Highest Degree, Discipline of Highest Degree, Additional Credentials, Administrative Assignments, Courses Taught in the most recent academic year

Response:

The Current ISL is updated with all the above information.

2. Analysis of Faculty Members

a. Are all faculty members in properly credentialed to meet accreditation criteria? If there are exceptions, please explain.

Response:

All are qualified to teach courses at the undergraduate level.

b. Are all faculty regularly reviewed? Describe the method(s) used for the evaluation. If any faculty members are not regularly reviewed, please explain.

Response:

The Academic Vice President conducts faculty evaluation annually. The AVP completes the faculty evaluation form, interview the faculty member face to face, and shares the results of the evaluation.

c. Are any courses being taught by faculty without appropriate qualifications (specialization lacking, terminal degree lacking)?

Response:

No.

III. Departmental Evaluation

A. Academic Affairs Staff

1. Staff Information

Name: Ezequiel Serrato Sotelo
Highest Degree: Ph.D. (abd)
Specialization/Certification: Systematic Theology

Name: Paco Cortez
Highest Degree: MA
Specialization/Certification: Registrar

Lourdes Waller
Highest Degree: AS
Specialization/Certification: Assistant Registrar

2. Analysis of Staff

a. Is the major/program adequately staffed administratively? If not, please indicate the areas of weakness and identify the specific needs in order to correct the problem.

Response:

Most of the administrative tasks are shared among the Registrar, the Assistant Registrar, and the Dean who functions as the program director.

b. Are the staff regularly reviewed? Describe the method(s) used for the evaluation. If any staff are not regularly reviewed, please explain.

Response:

The Academic Vice President Program conducts an annual staff evaluation. The AVP completes the staff evaluation form, interview the faculty member face to face, and share the result of the evaluation.

B. Facilities/Equipment

1. Description of facilities and equipment available.

Office space: Dean's Office

Equipment for administration: Computers, network copier/printer

Labs and Equipment for curriculum: N/A

Classrooms uniquely designed or assigned to the discipline: No classrooms are uniquely designed for classes offered in the BABS Program.

2. Analysis of Facilities

Analysis:

The Dean of the Undergraduate Programs has an office of sufficient size to oversee his area. Classes (Monday – Thursday) are held at the Woodlands main campus as well as in other teaching sites as needed basis. The Woodlands campus has three classrooms. No classes are filled to capacity.

Response:

Each of these sites has sufficient classroom space. No administrative space is required in the Teaching Sites. As enrollment grows, classes will fill up closer to capacity.

IV. Benchmark Review

A. Curriculum

1. Comparison of BABS Curriculum Among Benchmark Institutions

The following chart is a comparison of BABS curriculum among benchmark institutions.

The benchmark institutions are selected based on the comparability of the Program, curriculum, theological tradition and accreditation status to those of Grace. Also considered is the geographical spread of these institutions across the continental US, three are from the east coast, two from central US, one from northeast, and another one from the west coast.

Table 5 Curriculum Comparison

Grace	Pensacola	Luther Rice	Crown College	Charlotte Christian	Cairn University	Veritas Inter. University
BABS 120	BABS 120 Pastoral Min. Cons.	BAR 120 Minor in Min. 15	BABS 129 Pastoral Min.	BABS 128 Cons. in Bible 30 hour of concent.	BABS 121 Bible Minor 18	BACS 120
Entrance GPA:	2.0	2.0	2.0	2.0	2.0	2.0
Graduation GPA:	2.0	2.0	2.0	2.0	2.0	2.0
Foundational Core	8 (SF)					
RS-210 Research Writing and Technology				✓		✓
TH-300 The Life of the Believer	Spiritual Formation	Spiritual Formation	Living the Christian Life	Spiritual Development	The Integrated Life	
TH-310 Principles of Biblical Interpretation		✓	✓	✓	✓	✓
TH-330 Doctrine of Salvation				✓	✓	✓
Bible Exposition : 24	32	30	27	36	45	12
BI-303 Pentateuch	✓	✓	✓	✓	✓	✓
BI-305 The History of Israel	✓	✓	✓	✓		✓
BI-307 Prophetic Books	✓		✓	✓	✓	✓
BI-309 Poetic Books	✓	✓	✓	✓	✓	
BI-340 The Life of Christ	✓	✓	✓	✓	✓	✓
BI-342 Pauline Epistles (less Romans)	✓	✓	✓	✓	✓	✓

BI-343 Acts	✓	✓	✓	✓	✓	✓
BI-344 Romans	✓	✓	✓	✓	✓	✓
BI 346 General Epistles and Revelation	✓	✓	✓	✓	✓	✓
				NT History		All Bible courses are survey courses
Systematic Theology: 32	4	6	8	15	21	18
TH-407 Doctrine 1–The Bible and God	✓	✓	✓	✓	✓	✓
TH-412 Doctrine 2–Man, Sin and Spirit Beings	✓	✓	✓	✓	✓	✓
TH-415 Doctrine 3–Christ and the Holy Spirit	✓	✓	✓	✓	✓	✓
TH-420 Doctrine 4–The Church and the Last Things	✓	✓	✓	✓	✓	✓
				TH 132 Basic Christian Ethics		All theology course are surveys
TH-430 Doctrinal Summary 1						
TH-435 Doctrinal Summary 2						
	No Capstone	No Capstone	No Capstone	NT 231 Bible Capstone	No Capstone	No Capstone
Ministry Skills: 10	12	15	16	6	0	0
MS-312 Ministry Stewardship						
MS-310 Conflict Resolution			✓			
MS-402 Homiletics	✓	✓	✓			
MS-404 Spiritual Leadership		✓				
MS-430 Internship	✓	✓	✓			
General Education: 36	33	36	43	45	24	36
EN-103 English Composition 1	•	•	•	•	•	•
HI-107 Early Church History	•	•			•	•
CM-103 Communication Skills	•	•	•	•	•	•
MA-103 Math for General Education	•	•	•	•	•	•
PH-201 Introduction to Philosophy		•			•	•
PH-202 Introduction to Apologetics					•	•
EN-104 English Composition 2	•	•	•	•		•
NS-103 Physical Science	•	•		•		•
BC-101 General Psychology and Counseling	•	•	•	•	•	•
SS-204 Cultural Anthropology		•		•		•
MU-203 Music and Worship	•		•	•		•
HI-207 Foundations of Western Civilization	•	•	•	•	•	•
	•	PH-2901 Contemporary Ethics		6 Credits Bib. Languages courses	6 Credits of Bib. Lang.	
Electives: 15	12	18	2	17	18	24
Program Total 120	120	120	129	128	121	120

2. URLs to benchmark institutions

<http://static.pcci.edu/PCC/Catalog/2018/?update=1>
<https://www.lutherrice.edu/skins/userfiles/files/Catalog%2018-19/Cat-Undergraduate%20Program.pdf>
http://charlottechristian.edu/wp-content/uploads/2018/06/2018-19_Catalog-Final.pdf
<https://thecrowncollege.edu/wp-content/uploads/2017/04/16-17-catalog.pdf>
http://catalog.cairn.edu/content.php?catoid=34&navoid=1293#general_info;
http://catalog.cairn.edu/preview_program.php?catoid=34&poid=1520&returnto=1296
<https://www.ves.edu/Forms/VIU%20Catalog%202018-19.pdf>

B. Comparison of Entrance and Graduation GPA Requirements

Analysis:

All six benchmarked institutions' entrance GPA are of 2.0 or higher and the same holds true for graduation.

Response: Keep the standard requirement for entrance at 2.0 and graduation at 2.0.

C. Comparison of Course Groupings within the Degree

Analysis:

Every institution has their own course grouping for the degree they are offering. While Grace course grouping offers six areas, Foundational Core, Bible Exposition, Systematic Theology, Ministry Skills, Gen. Ed. and Electives. Other institutions nevertheless, employ more or less of these.

Response:

While Grace differs on the amount and ways of grouping the courses, in general all BA degrees in Biblical Studies, Religion, or Christian Studies agree in including Bible, Theology, Gen. Ed.

D. Comparison of Program Learning Outcomes

Grace School of Theology

Upon successful completion of the BABS Program the student will be able to:

- Express a general knowledge of the books of the Bible, including key individuals, major events, and historical settings.
- Articulate a synthesis of every major category of systematic theology.
- Exegete and apply Scripture using inductive methods and principles of literal-grammatical-historical principles of interpretation.
- Communicate biblical truth clearly and effectively and make application to everyday living.
- Relate effectively as a servant-leader in a local church or para-church setting.
- Understand and articulate the grace principles of progressive sanctification in life and ministry.

Analysis:

1. Veritas International University

Program Objectives

- To describe the basic contents and message of each Old and New Testament book.
- To describe the basic doctrines of Christianity and the major events of church history.
- To describe and defend an understanding of the Christian worldview, especially as it relates to other philosophical worldviews and religions.
- To describe the basic elements of general education courses.

2. Luther Rice

Program Learning Outcomes Graduates of this program will be able to:

- Demonstrate effectiveness in oral and written communication.
- Articulate the ideas, events, and factors that have contributed to the development of world civilizations, and modern society and culture.
- Critically and constructively apply a Christian worldview as it relates to various disciplines.
- Demonstrate knowledge of the Bible, Christian theology, and church history with the purpose of ministry application.
- Develop foundational skills for ministry and service in a local church.

3. Pensacola

Learning Outcomes: Graduates of the Bible program will be able to

- Demonstrate thorough knowledge of the content and themes of the Word of God,
- Defend sound doctrine,
- Evaluate current issues in light of biblical teaching,
- Develop a biblical philosophy of ministry, and
- Present biblical truth correctly and clearly

4. Charlotte Christian

The learning outcomes of the Bachelor of Arts in Biblical Studies Programs are...

1. To identify and understand basic and intermediate terms and concepts in the biblical studies disciplines.
2. To analyze and evaluate methods, interpretations, and difficulties in the biblical studies disciplines.
3. To synthesize and integrate concepts and habits from the biblical studies disciplines into life, worship, and specific contexts within urban ministry

5. The Crown College

Program Objectives - Men who complete the B.B.S. in Pastoral Ministry will be able to:

- Prepare and preach Bible messages using proper interpretation, presentation, and application
- Employ biblical methods of evangelism and discipleship through local church ministries
- Discern truth from error by evaluating teachings and trends in light of the doctrine of God's Word
- Demonstrate an ability to follow biblical principles in pastoring a New Testament church

6. Cairn University

The School has three broad objectives. Students will:

- Gain competency in their understanding of the content of the whole Bible, biblical theology, systematic theology, church history, and the University's place within the current evangelical and theological world.
- Learn to integrate the truths of God's Word into their life, resulting in spiritual growth and maturity.
- Develop ministry skills to communicate God's Word in a number of avenues and contexts.

Table 6 Comparison of PLOs

Grace School of Theology	Cairn University	Veritas International University	Luther Rice	Pensacola	Charlotte Christian	The Crown College
Express a general knowledge of the books of the Bible, including key individuals, major events, and historical settings.	Gain competency in their understanding of the content of the whole Bible, biblical theology, systematic theology, church history, and the University's place within the current evangelical and theological world.	To describe the basic contents and message of each Old and New Testament book.	Demonstrate knowledge of the Bible, Christian theology, and church history with the purpose of ministry application.	Demonstrate thorough knowledge of the content and themes of the Word of God,	To identify and understand basic and intermediate terms and concepts in the biblical studies disciplines.	
Articulate a synthesis of every major category of systematic theology.		To describe the basic doctrines of Christianity and the major events of church history.				
Exegete and apply Scripture using inductive methods and principles of literal-grammatical-historical principles of interpretation.						Prepare and preach Bible messages using proper interpretation, presentation, and application

Communicate biblical truth clearly and effectively and make application to everyday living.	Develop ministry skills to communicate God's Word in a number of avenues and contexts.			Present biblical truth correctly and clearly		
Understand and articulate the grace principles of progressive sanctification in life and ministry.						

Analysis:

All the benchmark institution have some common learning outcomes even though not all offer the same degree programs. Some of these common learning outcomes are in the area of Bible knowledge, theology, biblical interpretation and ministerial skills. Those CLO that differ deal with the specific degree programs that are offered.

Response:

As we plan to offer new undergraduate majors and minors new CLO will need to be added to these.

V. Assessment Review

A. Assessment Tools

1. What other tools were used for assessment? (ex. Capstone Course or Project, Comprehensive Exams, etc.)

Response:

Exit Exam and a Capstone Project in the Doctrinal Summary 1 and 2. The goal for the Exit Exam at the undergraduate level is 70%.

Table 7 Bible Exam Data

Cohorts	12-13	13-14	14-15	15-16	COMMENTS
Bible Exit Average	N/A	95 (E)	90 (S)	N/A	There have been three graduates to complete the Bible Exit Exam. All three have made above the 70% benchmark.

2. What course embedded assignment/strategies were used for assessment?

The following chart details the courses and assignments used to assess program learning outcomes.

Table 8 PLO Assessment Overview

BABS Program Objectives	Selective Sample Courses	Course Assignments	PLO Measurement Rubrics
1. Express a general knowledge of the books of the Bible, including key individuals, major events, and historical settings.	BI-303 Pentateuch (E) BI-303 Pentateuch (S)	Term Paper Paper	The rubric that is designed to measure the PLO #1 is used.
2. Articulate a synthesis of every major category of systematic theology.	TH-407 Doctrine 1: The Bible and God (S)	Doctrinal Summary Paper	The rubric that is designed to measure the PLO #2 is used.
6. Understand and articulate the grace principles of progressive sanctification in life and ministry.	TH-300 The Life of the Believer (E)	Book Review Paper	The rubric that is designed to measure the PLO #6 is used.
General Education Objectives	Selective Sample Courses	Course Assignments	GE PLO Measurement Rubrics
1. <i>Communication</i> : Demonstrate writing and speaking skills using logic to analyze and present argumentation, and to conduct proper research skills and documentation.	EN-103 English Composition 1 (E)	Informational Essay	The rubric that is designed to measure the Gen Ed PLO #1 is used.
2. <i>Information Literacy</i> : Demonstrate basic competency in operating systems and software, use technology to locate information, evaluate its quality and applicability of information, and use that technology and information ethically.	RS-210 Research Writing and Technology (E) RS-210 Research Writing and Technology (S)	Research Paper Research Paper	The rubric that is designed to measure the Gen Ed PLO #2 is used.
3. <i>Reasoning and Critical Thinking</i> : Demonstrate quantitative and scientific reasoning, and critical thinking skills.	PH-202 Introduction to Apologetics (E)	Research Paper	The rubric that is designed to measure the Gen Ed PLO #3 is used.
4. <i>Biblical Worldview</i> : Differentiate between biblical and secular approaches and be able to articulate and apply biblical principles in various ethical situations.	PH-201 Introduction to Philosophy (E) PH-201 Introduction to Philosophy (S)	Research Paper Research Paper	The rubric that is designed to measure the Gen Ed PLO #4 is used.

Table 9 PLO Assessment Results

Program Learning Outcome & Assessment Measure	Aggregate Score*	Assessment Finding	Action Plan
<p>PLO 1: Express a general knowledge of the books of the Bible, including key individuals, major events, and historical settings.</p> <p>Rubric for PLO 1 Term Paper (E) Paper (S)</p>	<p>(E) 11.99 out of 16 75%</p> <p>(S) 9.00 out of 16 56%</p>	<p>The PLO</p>	
<p>PLO 2: Articulate a synthesis of every major category of systematic theology.</p> <p>Rubric for PLO 2 Doctrinal Summary Paper (S)</p>	<p>(S) 8.33 out of 16 52%</p>		
<p>PLO 6: Understand and articulate the grace principles of progressive sanctification in life and ministry.</p> <p>Rubric for PLO 6 Book Review Paper (E)</p>	<p>(E) 11.33 out of 16 71 %</p>		
<p>General Ed Learning Outcome & Assessment Measure</p>			
<p>GE PLO 1: <i>Communication:</i> Demonstrate writing and speaking skills using logic to analyze and present argumentation, and to conduct proper research skills and documentation.</p> <p>Rubric for GE PLO 1 Informational Essay (E)</p>	<p>(E) 11.22 out of 16 70 %</p>		
<p>GE PLO 2: <i>Information Literacy:</i> Demonstrate basic competency in operating systems and software, use technology to locate information, evaluate its quality and applicability of information, and use that technology and information ethically.</p> <p>Rubric for GE PLO 2 Research Paper (E) Research Paper (S)</p>	<p>(E) 11.89 out of 16 74%</p> <p>(S) 11.22 out of 16 70%</p>		

Program Learning Outcome & Assessment Measure	Aggregate Score*	Assessment Finding	Action Plan
GE PLO 3: <i>Reasoning and Critical Thinking</i> : Demonstrate quantitative and scientific reasoning, and critical thinking skills. Rubric for GE PLO 3 Research Paper (E)	(E) 8.25 out of 12 69%		
GE PLO 4: <i>Biblical Worldview</i> : Differentiate between biblical and secular approaches and be able to articulate and apply biblical principles in various ethical situations. Rubric for GE PLO 4 Research Paper (E) Research Paper (S)	(E) 7 out of 8 88% (S) 4.44 out of 8 56%		

Analysis:

- a. The majority of PLO averages was above 70%. While researching why so many of the averages fell below the 70% benchmark, it was discovered that some of the coursework that was assessed was measured against an inappropriate rubric.
- b. Also, it was discovered that some of the assignments that were assessed were in courses that were taken prior to the prerequisite of taking the Research and Writing course. Students that would have taken the writing course prior to the course may have done a better job with writing skills.
- c. Another discovery was that the Bible Entrance and Exit exam standard isn't appropriate for our students.

Response:

- a. In the future, the rubric to assess the PLO needs to be paired up with the correct assignment. For instance, the assignment in BI-303 that would measure PLO1 would be the final exam and not a paper.
- b. This issue has already been resolved by requiring the Research and Writing course.
- c. Using a percentage increase of the two exams isn't sufficient if students transfer in from another school or they score high on the Bible Exam. It is more appropriate to set a minimum score on the Exit Exam as the benchmark. You can use the Entrance Exam for secondary research, but not as the primary.

Table 10 A SWOT Analysis of the BABS Program

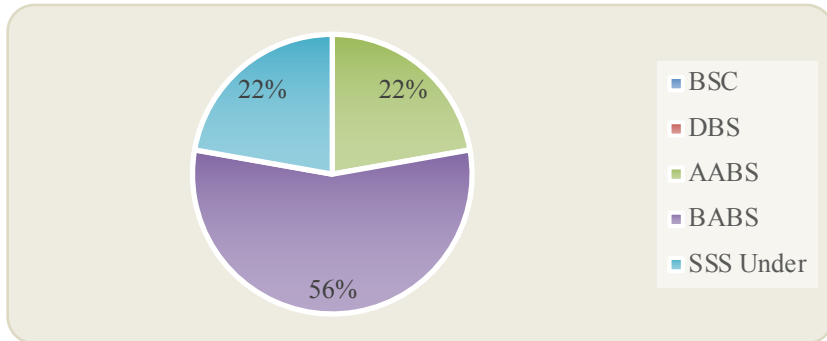
Program Internal Strengths	Program Internal Weaknesses
<ul style="list-style-type: none"> ✓ Excellent professors with the required credentials and extensive experience ✓ 100% online offering ✓ Faculty advisor assigned to each student ✓ Use of innovating technology such as Canvas and Blue Jeans 	<ul style="list-style-type: none"> ✓ Growth of the programs with limited staff ✓ Limited BABS program without mayors or minors
Program External Opportunities	Program External Threats
<ul style="list-style-type: none"> ✓ Add more BA degree programs ✓ Add minors in our present BABS programs ✓ Connection and closeness to Lone Star College ✓ Referral both from national and international churches and parachurch ministries 	<ul style="list-style-type: none"> ✓ Budget constrains the effort for international initiatives ✓ Funding pressure relating to overdependence upon donation ✓ Other seminaries starting new Spanish programs

New Student Survey - Spring 2018

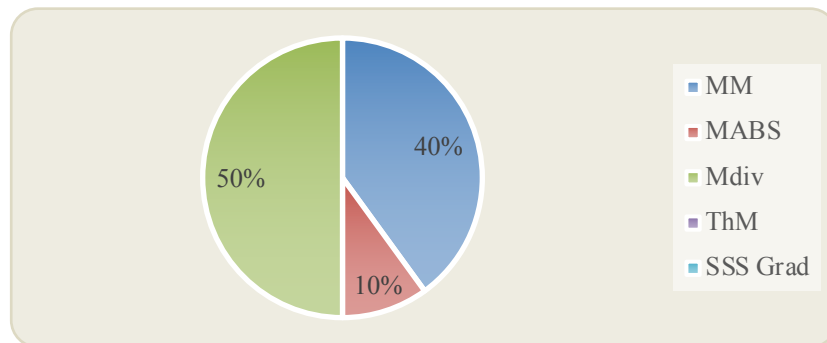
Grace School of Theology

~ English Language ~

In Module 3 of the Spring 2018 semester, 27 students were asked to participate in the New Student Survey.
Of those students, 19 completed the survey.



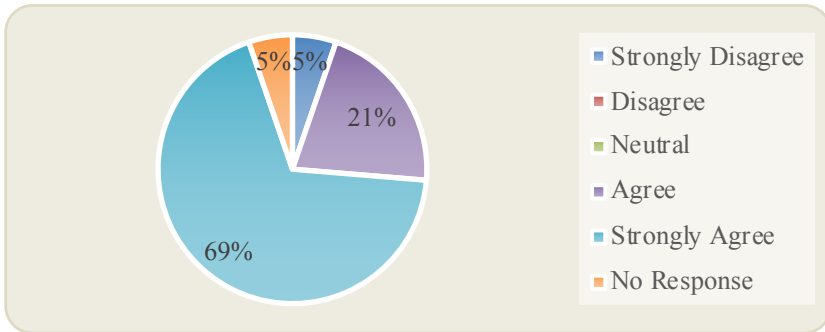
The Total of New Students that Completed the Survey				
BSC	DBS	AABS	BABS	SSS Under
		2	5	2



The Total of New Students that Completed the Survey				
MM	MABS	Mdiv	ThM	SSS Grad
4	1	5		

New Student Survey - Spring 2018

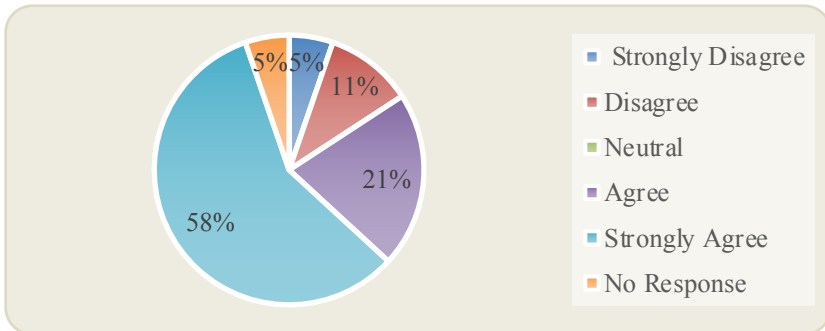
4.56



Application Process >>
Questions I had about my application were answered in a timely manner.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1			4	13	1
5%	0%	0%	21%	68%	5%

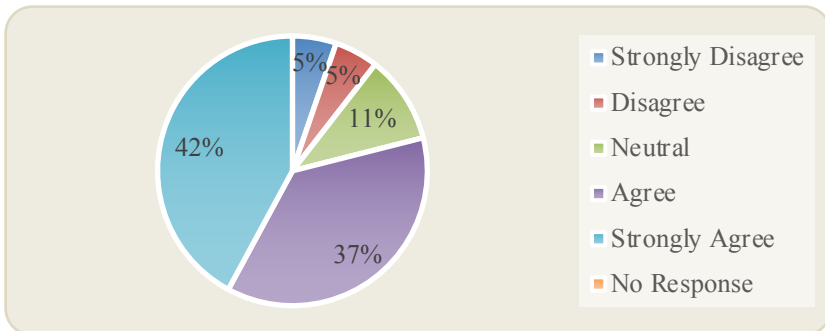
4.22



Application Process >>
Questions I had about my transcript evaluation were answered in a timely manner.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	2		4	11	1
5%	11%	0%	21%	58%	5%

4.05

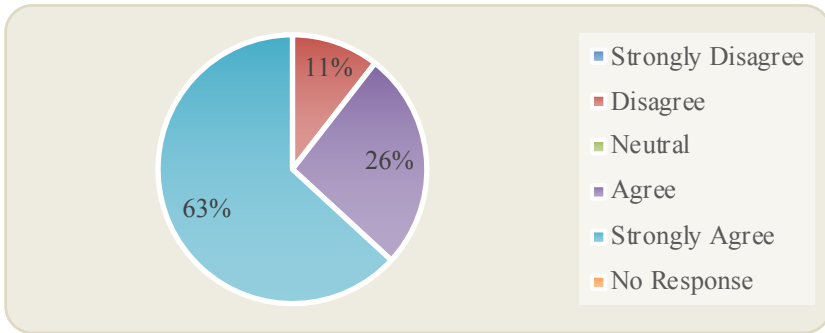


Application Process >>
The overall application process went smoothly and quickly.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	1	2	7	8	
5%	5%	11%	37%	42%	0%

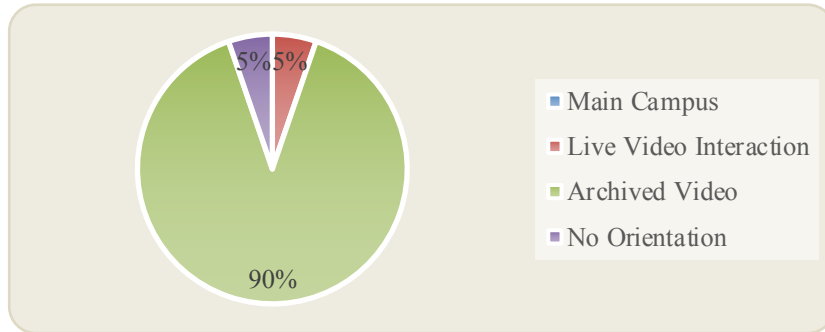
New Student Survey - Spring 2018

4.42



Application Process >>
Student Services support staff were easily accessible when I needed assistance with my application.

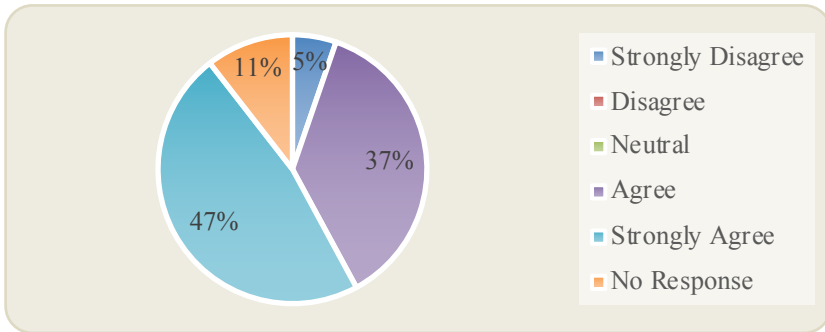
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	2		5	12	
0%	11%	0%	26%	63%	0%



How did you participate in New Student Orientation?

Main Campus	Live Video Interaction	Archived Video	No Orientation
	1	17	1
0%	5%	89%	5%

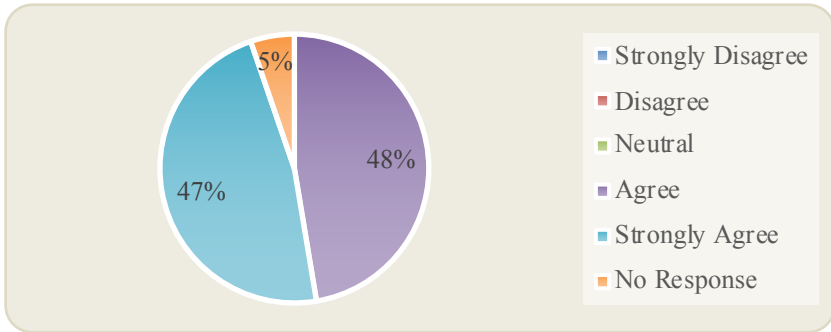
4.35



New Student Orientation >>
Student Safety and the Sexual Assault Policy was adequately explained.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1			7	9	2
5%	0%	0%	37%	47%	11%

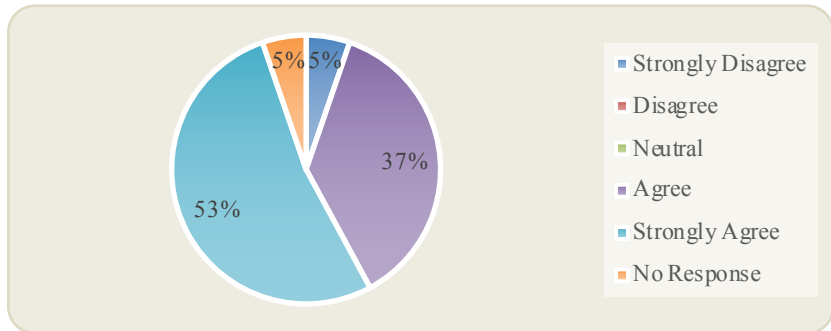
New Student Survey - Spring 2018



4.50

New Student Orientation >>
How to access my grades, transcript, and degree audit was adequately explained.

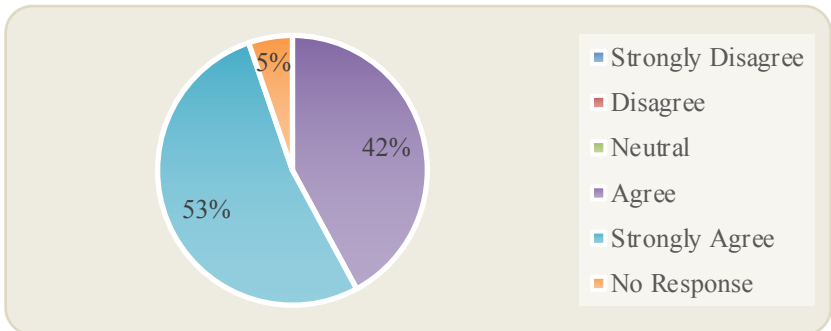
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
			9	9	1
0%	0%	0%	47%	47%	5%



4.39

New Student Orientation >>
The Family Educational Rights and Privacy Act was adequately explained.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1			7	10	1
5%	0%	0%	37%	53%	5%



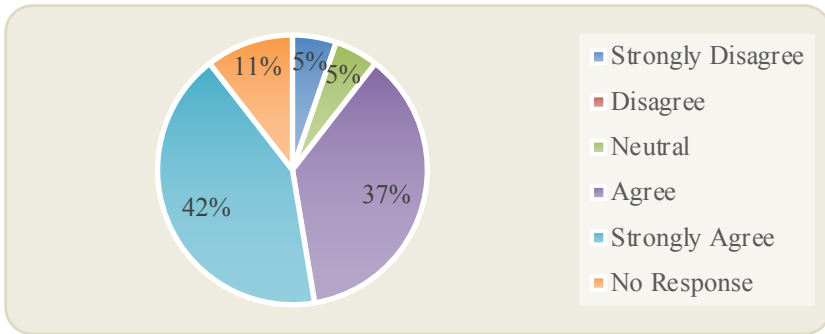
4.56

New Student Orientation >>
How to access Student Forms was adequately explained.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
			8	10	1
0%	0%	0%	42%	53%	5%

New Student Survey - Spring 2018

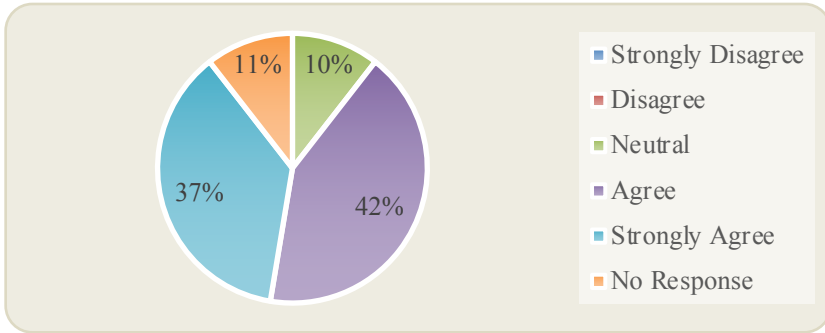
4.24



New Student Orientation >>
Financial Aid was adequately presented.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1		1	7	8	2
5%	0%	5%	37%	42%	11%

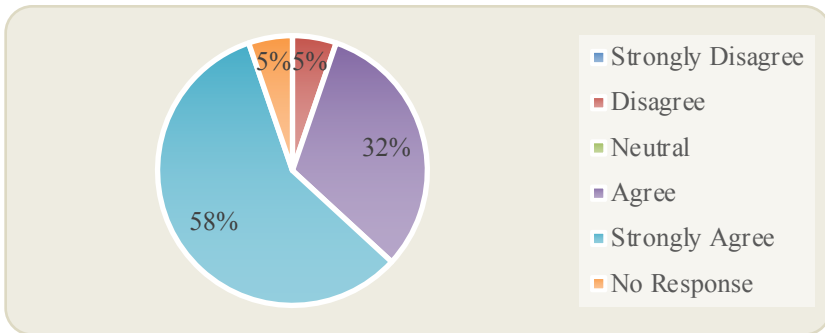
4.29



New Student Orientation >>
The Bursar's information on invoicing and payment plans was adequately presented.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		2	8	7	2
0%	0%	11%	42%	37%	11%

4.50

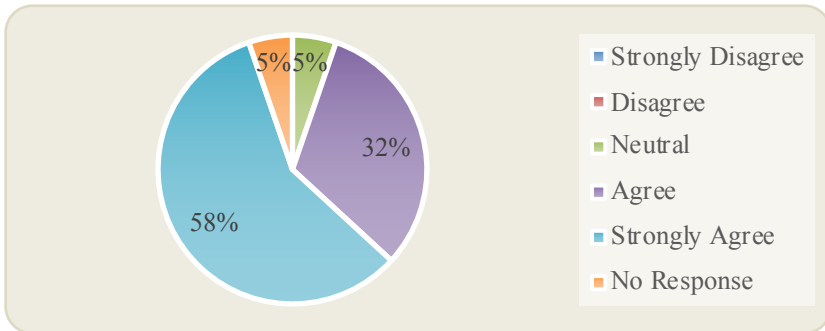


New Student Orientation >>
Library Services was adequately explained.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	1		6	11	1
0%	5%	0%	32%	58%	5%

New Student Survey - Spring 2018

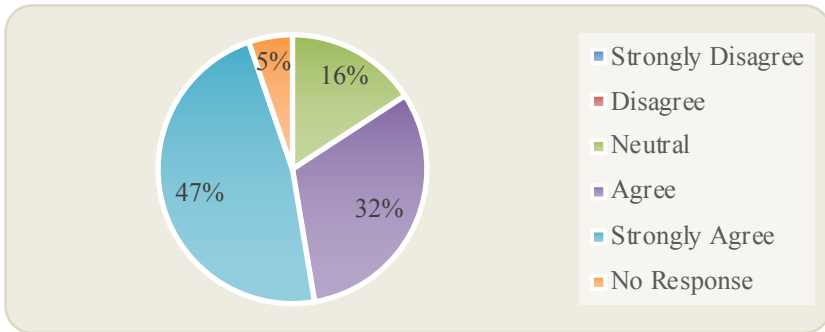
4.56



New Student Orientation >>
Technology Services was adequately explained.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		1	6	11	1
0%	0%	5%	32%	58%	5%

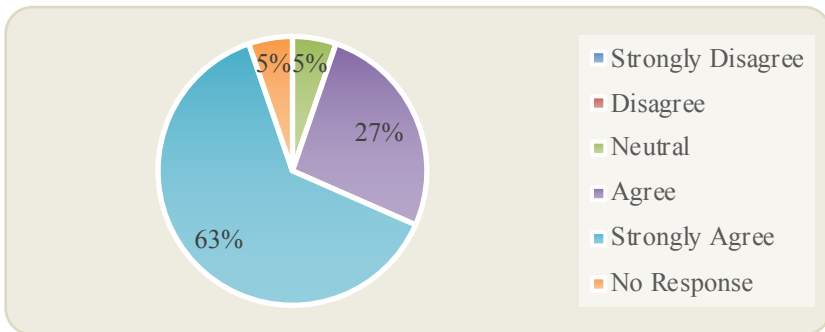
4.33



New Student Orientation >>
Academic Advising and the Mentoring Program was explained adequately.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		3	6	9	1
0%	0%	16%	32%	47%	5%

4.61

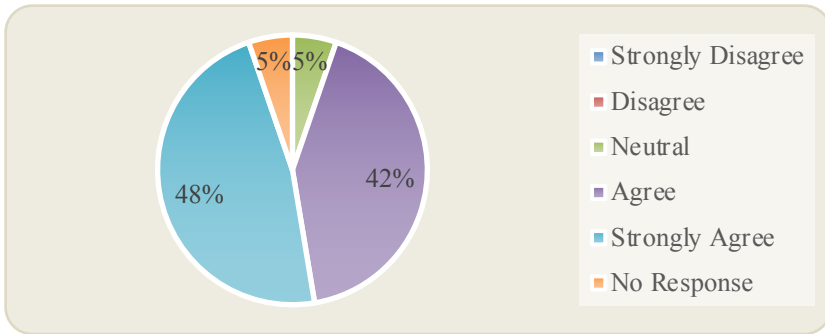


New Student Orientation >>
The policy on plagiarism was explained.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		1	5	12	1
0%	0%	5%	26%	63%	5%

New Student Survey - Spring 2018

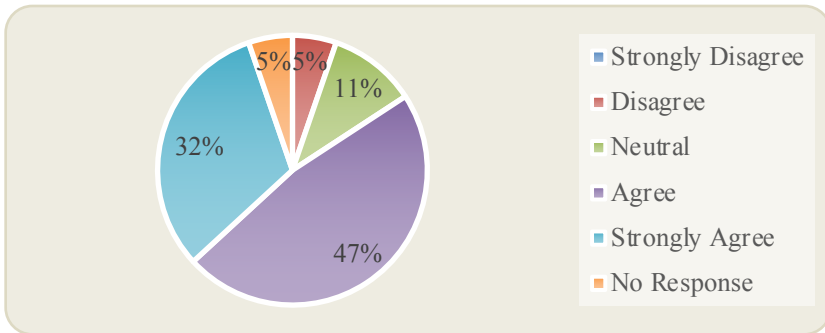
4.44



New Student Orientation >>
The process for a student grievance was explained.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		1	8	9	1
0%	0%	5%	42%	47%	5%

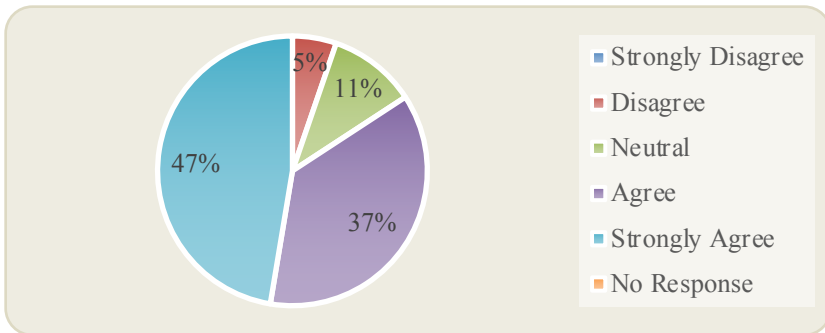
4.11



Enrollment Process >>
It was clearly explained to me how to register for classes for my first semester.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	1	2	9	6	1
0%	5%	11%	47%	32%	5%

4.26

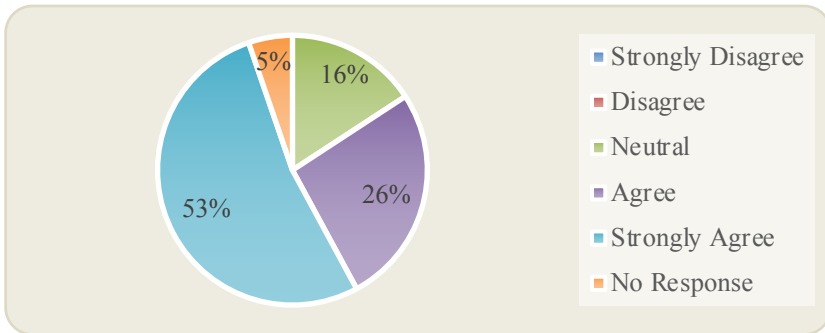


Enrollment Process >>
Grace staff helped make the registration process efficient and easy.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	1	2	7	9	
0%	5%	11%	37%	47%	0%

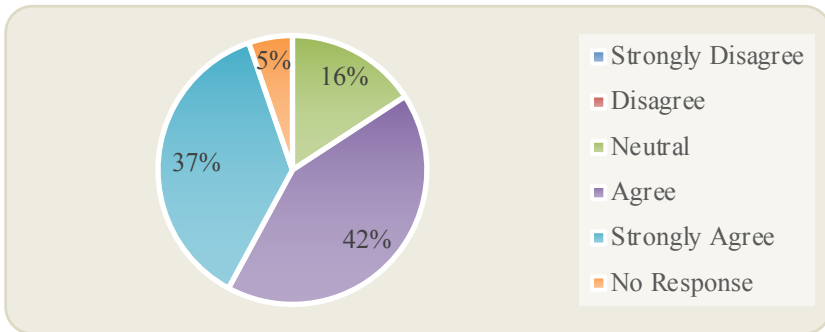
New Student Survey - Spring 2018

4.39



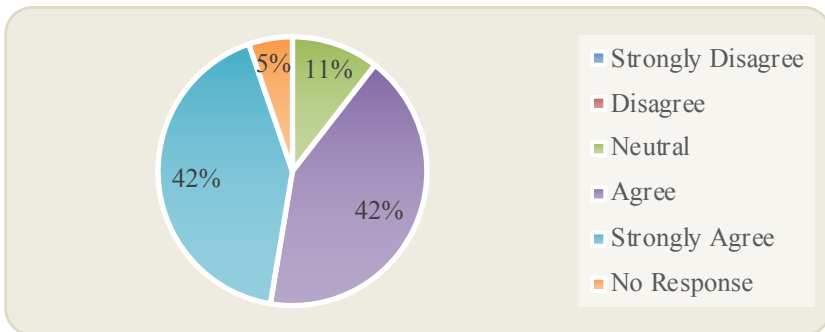
Enrollment Process >>					
Online registration via Populi was user-friendly.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		3	5	10	1
0%	0%	16%	26%	53%	5%

4.22



Enrollment Process >>					
It was easy for me to enroll in the courses needed for my degree plan.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		3	8	7	1
0%	0%	16%	42%	37%	5%

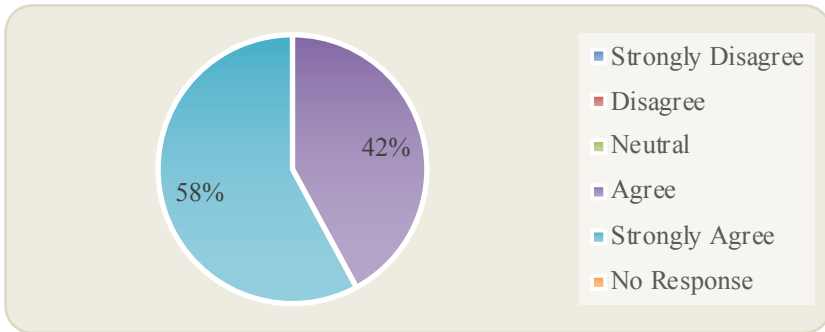
4.33



Enrollment Process >>					
The classes were scheduled at convenient times.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		2	8	8	1
0%	0%	11%	42%	42%	5%

New Student Survey - Spring 2018

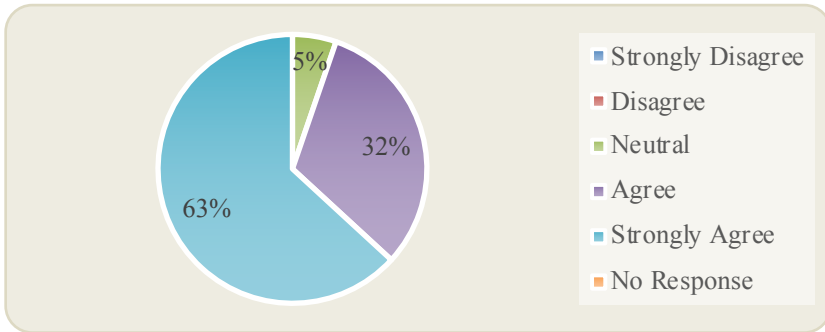
4.58



Enrollment Process >>
There was a sufficient number of classes offered to meet my needs.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
			8	11	
0%	0%	0%	42%	58%	0%

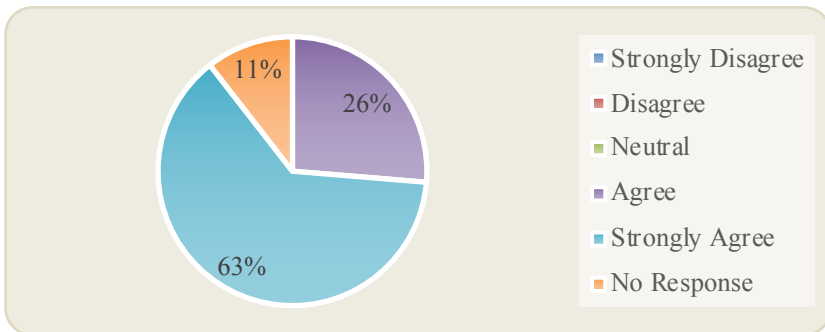
4.58



Enrollment Process >>
My Academic Advisor was helpful in assisting in the course selection process for the semester.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		1	6	12	
0%	0%	5%	32%	63%	0%

4.71

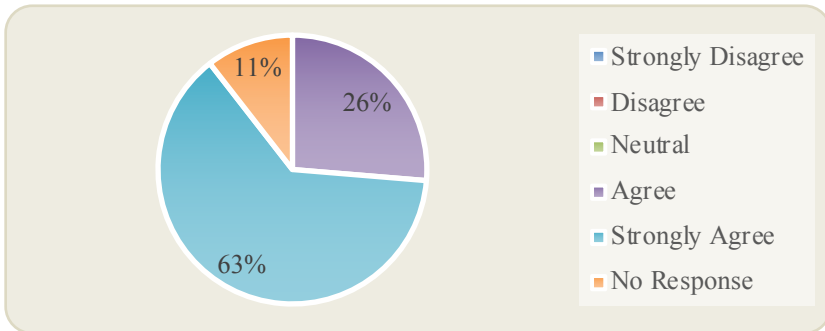


Enrollment Process >>
The syllabi were available in a timely manner.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
			5	12	2
0%	0%	0%	26%	63%	11%

New Student Survey - Spring 2018

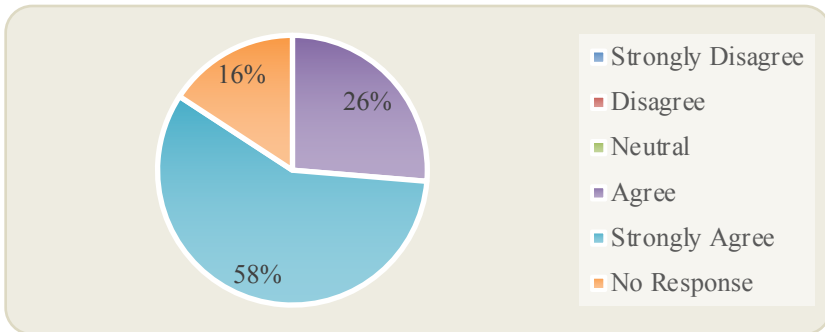
4.71



Enrollment Process >>
The syllabi were clearly structured, and all questions regarding them were clarified.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
			5	12	2
0%	0%	0%	26%	63%	11%

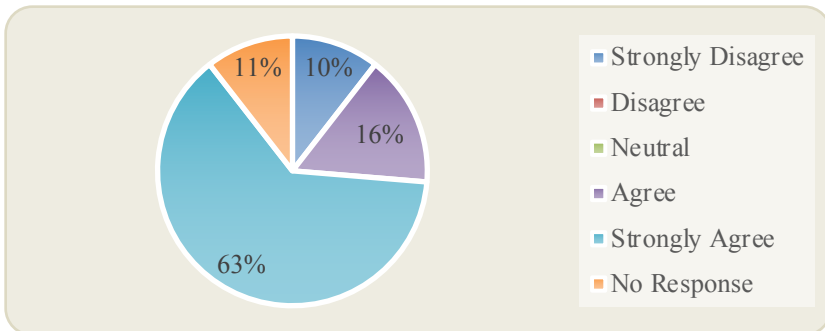
4.69



Enrollment Process >>
The Academic Support staff were easily accessible when I needed assistance.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
			5	11	3
0%	0%	0%	26%	58%	16%

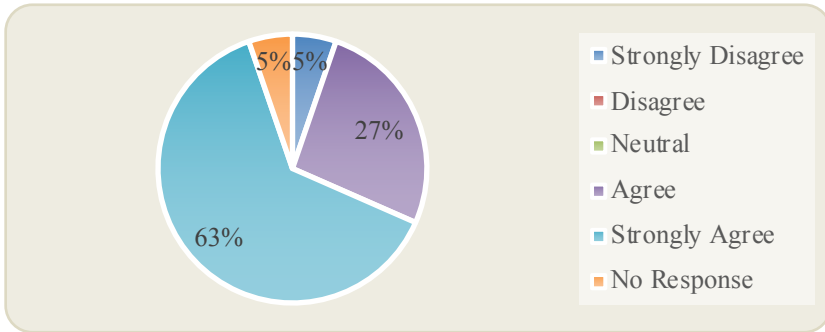
4.35



Financial Services >>
I received my invoices in a timely manner.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
2			3	12	2
11%	0%	0%	16%	63%	11%

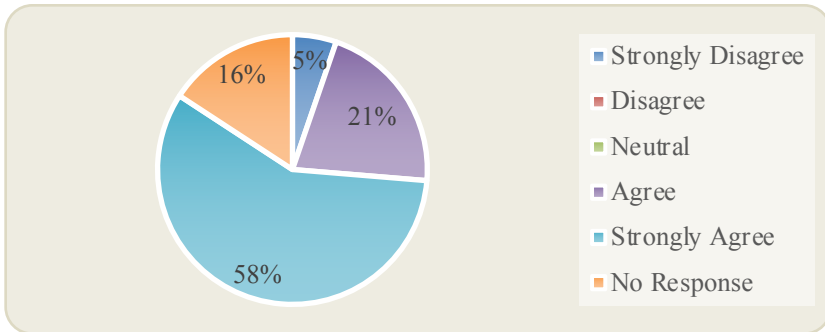
New Student Survey - Spring 2018



4.50

Financial Services >>
Populi has been easy to navigate in order to find my invoice and pay online.

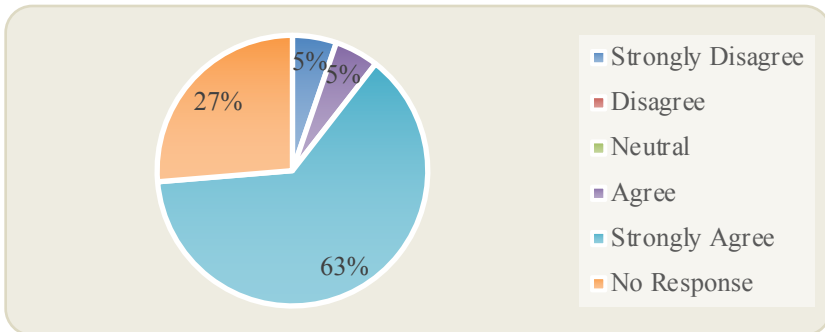
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1			5	12	1
5%	0%	0%	26%	63%	5%



4.50

Financial Services >>
I feel that the Payment Plan at Grace is easy to understand and follow.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1			4	11	3
5%	0%	0%	21%	58%	16%



4.64

Financial Services >>
The Bursar has been easily accessible when I have needed assistance.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1			1	12	5
5%	0%	0%	5%	63%	26%

New Student Survey - Spring 2018

Please give us your comments about the application process.

- 1 I am happy to be at Grace, however, it was and is very difficult to understand your FASFA disbursement process. I still have not received disbursement for my completed 2017 Fall Module.
- 2 At some point in the transcript evaluation, the student should be involved in the final analysis so that they clearly understand why certain classes they passed will not be accepted from other seminary institutions.
- 3 It was difficult to get my HS transcript because the High School I went to is no longer in service.
- 4 In my experience, most of the problems occur during the application process comes from the credentials of the students especially graduate students. They have problems getting their Transcript of Records from their former schools etc.
- 5 the application process was simple and all the assistance needed were all provided.
- 6 my adviser was in another country when I tried getting in contact with her. maybe consider changing the need to submit a high school transcript if the person has already graduated college? my high school closed while I was in college so it was a little difficult to get my transcript.
- 7 To qualify the above responses - some are not applicable as I did not ask some types of questions. However, the staff was very helpful for those questions I did ask.

Please give us your comments about New Student Orientation.

- 1 I do not recall being invited to the on-site location for student orientation or receiving detailed information on the mentoring program.
- 2 It was not clearly organized.
- 3 NSO was helpful
- 4 Very hard to hear. Volume levels were low and there was echo in the audio throughout much of the video. However, it was nice put faces to the faculty which helps us distance learners feel more like we are part of the school.

New Student Survey - Spring 2018

Please give us your comments about the enrollment process.

- 1 It was good.

- 2 the enrollment process was simple and easily understood

- 3 There were a few discrepancies between the syllabus and Canvas for SF-550.

Please give us your comments about any of the Financial Services areas.

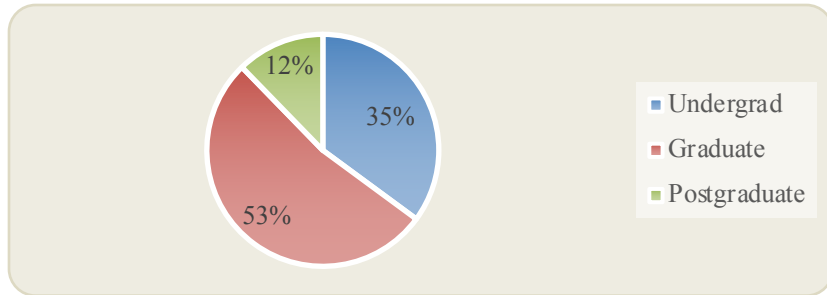
- 1 I am sorry, most of these things were not explained to me. I had to figure out as much as I could on my own. As I am in my second module, I have made a decision to focus on my academics. Because I believe that this is where God purposes me to be, I will apply my self to the fullest, and believe that it will all work out in a timely manner.
- 2 I think a payment plan for those taking 6 hours total for each semester should be considered. \$1000.00 is still a lot of money to come up with in one payment. Just saying ;-)

- 3 Good

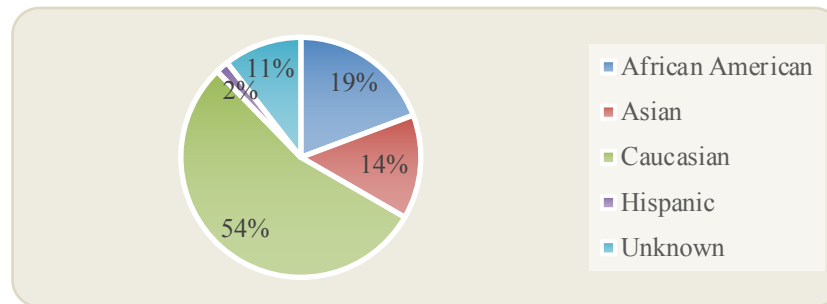
Student Satisfaction Survey Data - 2018

Grace School of Theology

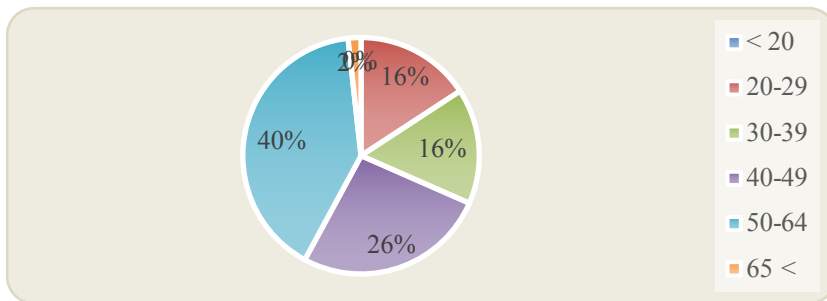
~English Language~



Number of Students that Completed the Survey by Program				
Undergrad	Graduate	Postgraduate		
20	30	7		

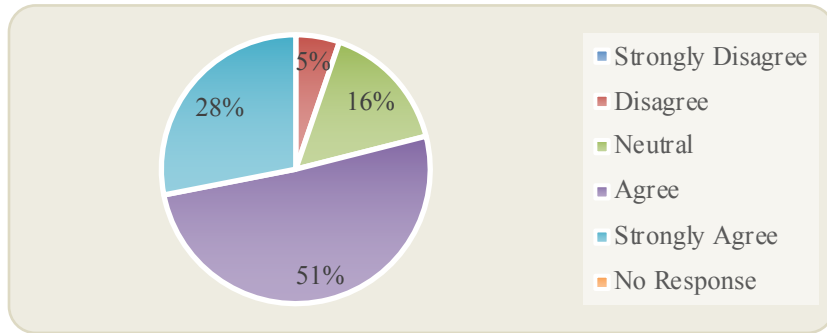


Ethnicity/race				
African American	Asian	Caucasian	Hispanic	Unknown
11	8	31	1	6



Age Range					
< 20	20-29	30-39	40-49	50-64	65 <
0	9	9	15	23	1

Student Satisfaction Survey Data - 2018

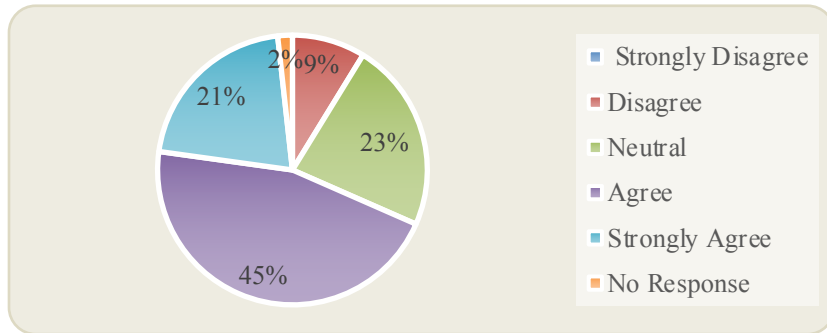


#1 **4.02**

Academic Affairs >>

The Academic Catalog is easy to access.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	3	9	29	16	
0%	5%	16%	51%	28%	0%

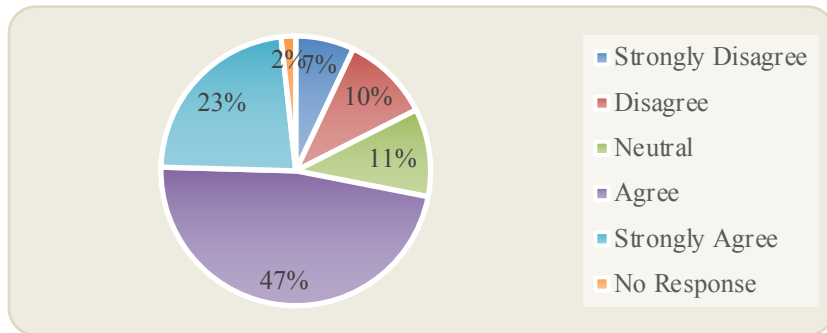


#2 **3.80**

Academic Affairs >>

The Academic Catalog helped me in choosing my degree program.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	5	13	26	12	1
0%	9%	23%	46%	21%	2%



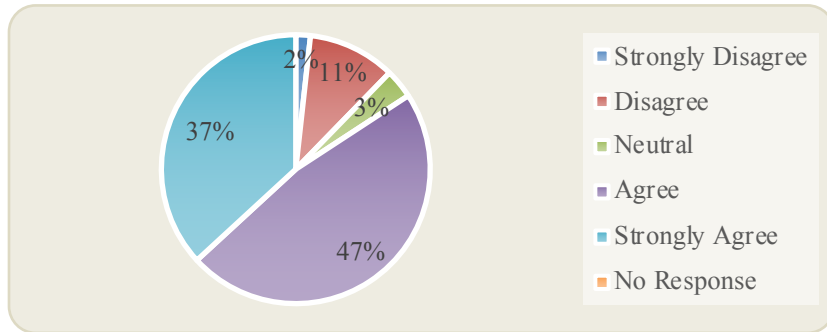
#3 **3.70**

Academic Affairs >>

There was a sufficient number of classes offered during the fall and spring semesters to meet my needs.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
4	6	6	27	13	1
7%	11%	11%	47%	23%	2%

Student Satisfaction Survey Data - 2018

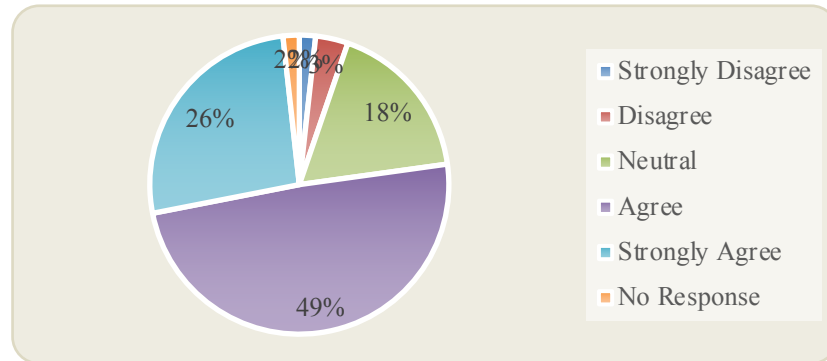


#4 **4.07**

Academic Affairs >>

It was easy for me to enroll in the courses needed for my degree plan.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	6	2	27	21	
2%	11%	4%	47%	37%	0%

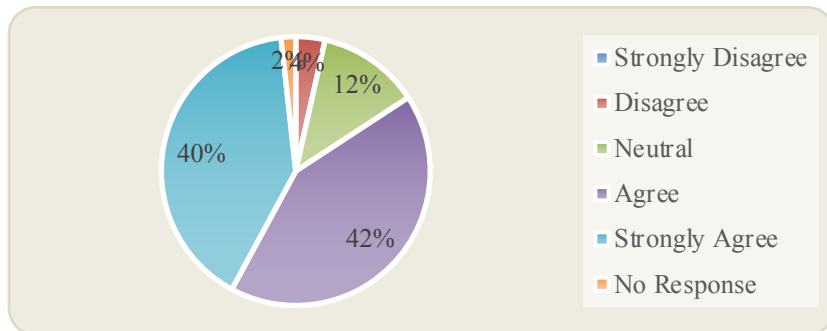


#5 **3.96**

Academic Affairs >>

The classes were scheduled at convenient times.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	2	10	28	15	1
2%	4%	18%	49%	26%	2%



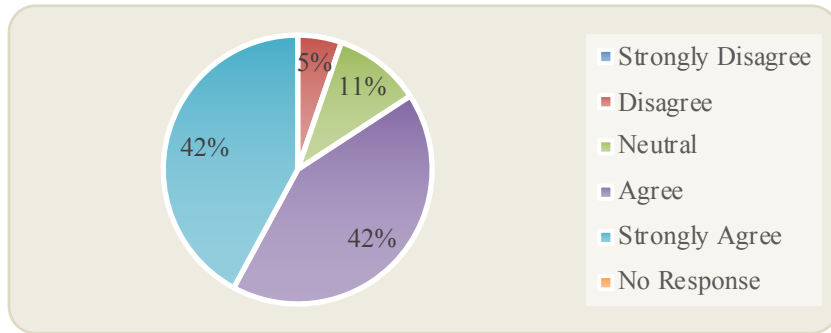
#6 **4.21**

Academic Affairs >>

Grace staff helped make the registration process efficient and easy.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	2	7	24	23	1
0%	4%	12%	42%	40%	2%

Student Satisfaction Survey Data - 2018

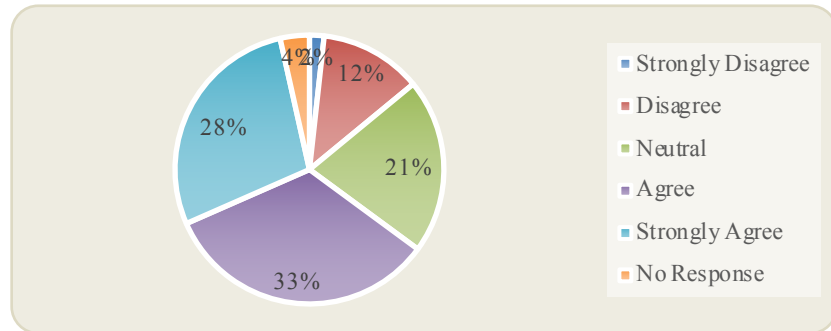


#7 4.21

Academic Affairs >>

Online registration via Populi was user-friendly.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	3	6	24	24	
0%	5%	11%	42%	42%	0%

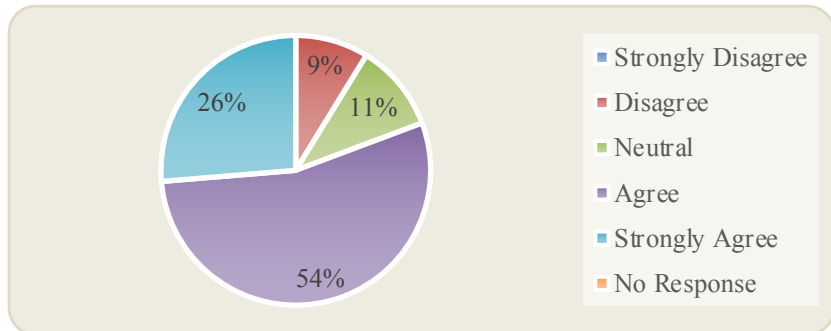


#8 3.76

Academic Affairs >>

My Academic Advisor was available to help me, as needed, in my course selection process.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	7	12	19	16	2
2%	12%	21%	33%	28%	4%



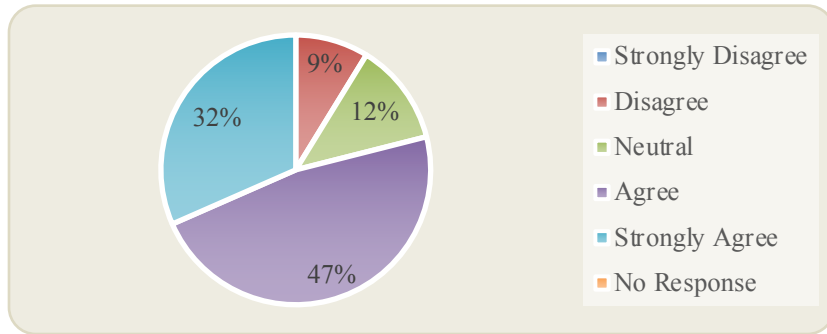
#9 3.98

Academic Affairs >>

The syllabi were available in a timely manner.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	5	6	31	15	
0%	9%	11%	54%	26%	0%

Student Satisfaction Survey Data - 2018



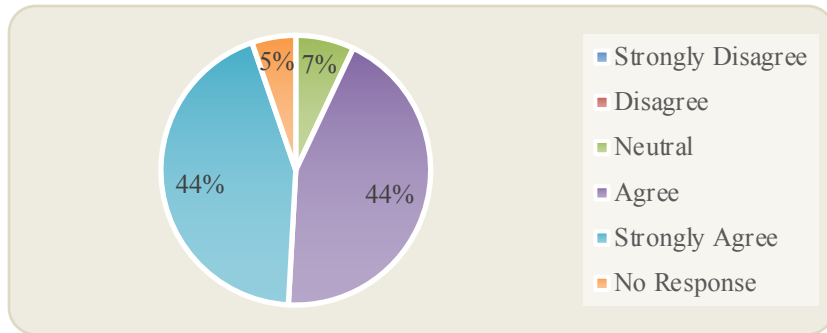
#10

4.02

Academic Affairs >>

The syllabi were clearly structured, and all questions regarding them were clarified.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	5	7	27	18	
0%	9%	12%	47%	32%	0%



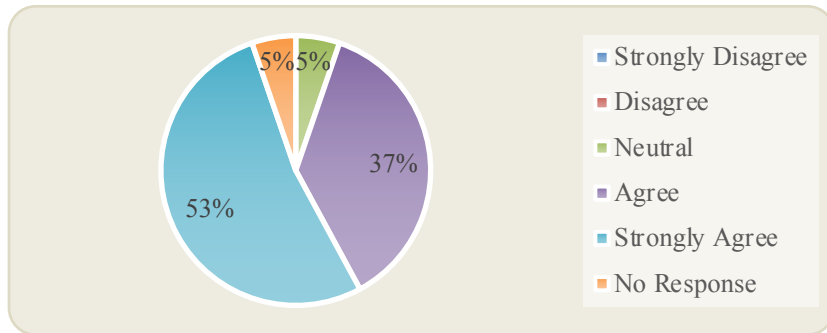
#11

4.39

Academic Affairs >>

I like the size of classes at Grace.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		4	25	25	3
0%	0%	7%	44%	44%	5%



#12

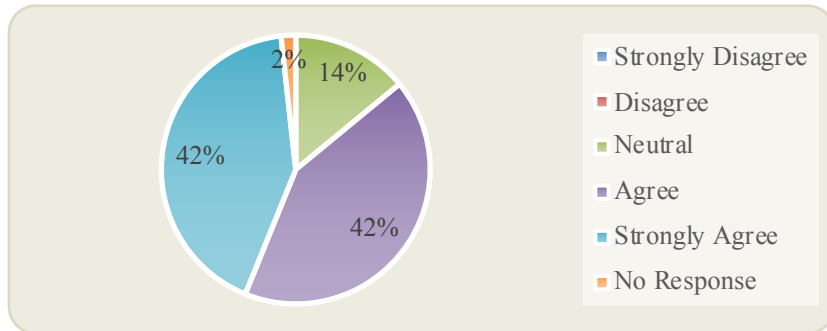
4.50

Academic Affairs >>

I like the structure of classes at Grace being both in the class and online.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		3	21	30	3
0%	0%	5%	37%	53%	5%

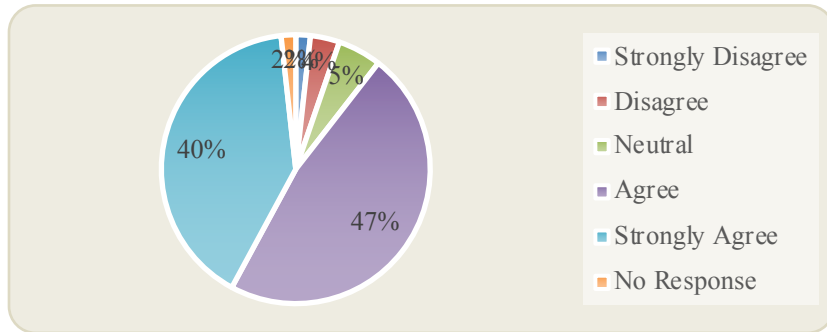
Student Satisfaction Survey Data - 2018



#13

4.29

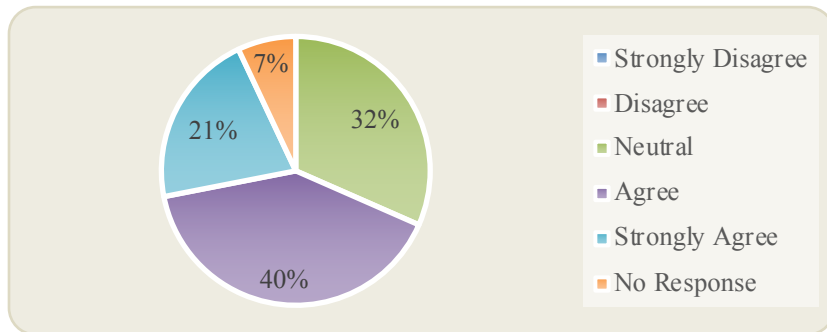
Academic Affairs >>					
The Academic Support staff (Registrars and Librarians) have been accessible when I have needed assistance.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		8	24	24	1
0%	0%	14%	42%	42%	2%



#14

4.23

Academic Affairs >>					
The Faculty have been accessible when I have needed assistance.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	2	3	27	23	1
2%	4%	5%	47%	40%	2%

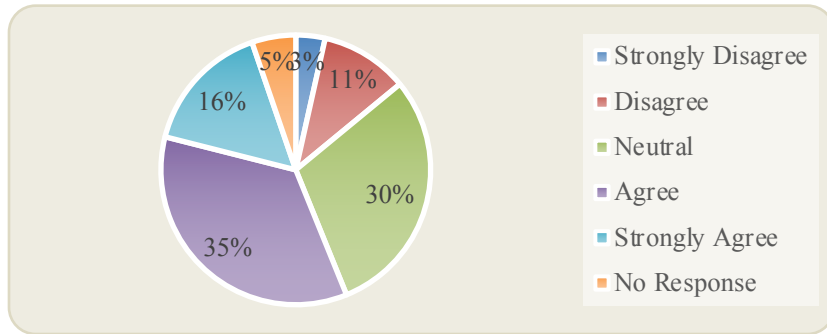


#15

3.89

Library Services >>					
The library's holdings and online databases have been adequate to meet my needs.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		18	23	12	4
0%	0%	32%	40%	21%	7%

Student Satisfaction Survey Data - 2018



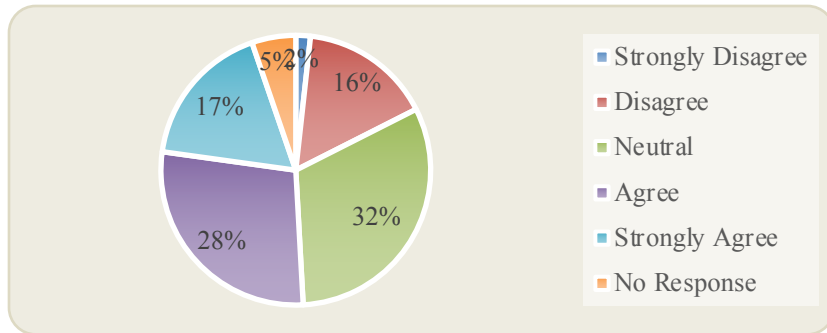
#16

3.52

Library Services >>

I have not needed to visit other libraries outside that of Grace.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
2	6	17	20	9	3
4%	11%	30%	35%	16%	5%



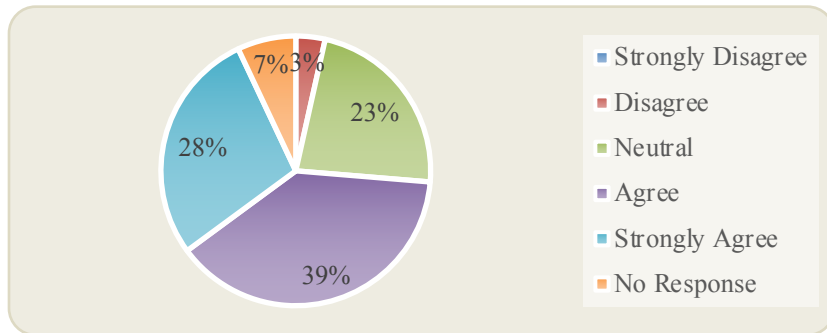
#17

3.46

Library Services >>

I have not needed to use other online databases outside of Grace.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	9	18	16	10	3
2%	16%	32%	28%	18%	5%



#18

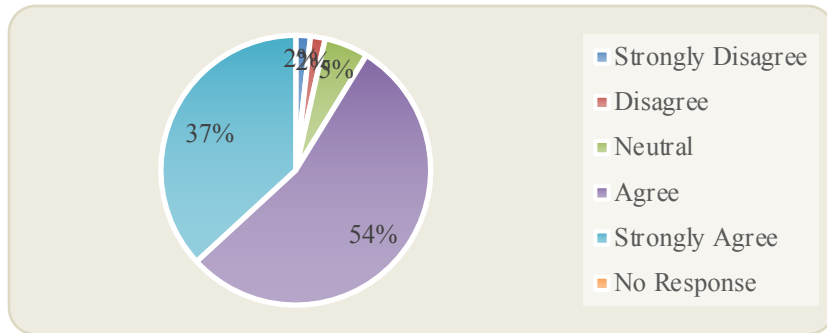
3.98

Library Services >>

The library staff have been easily accessible when I have needed assistance.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
0	2	13	22	16	4
0%	4%	23%	39%	28%	7%

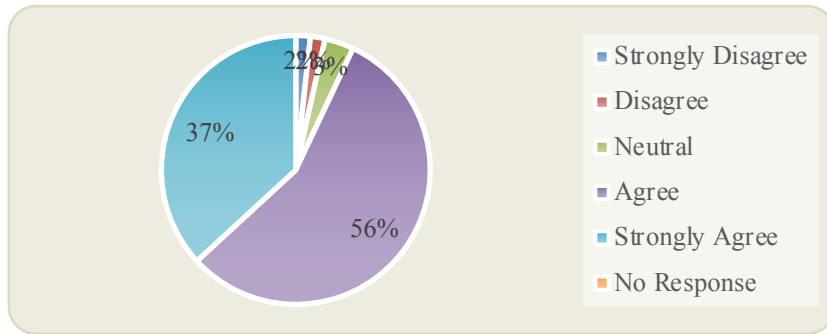
Student Satisfaction Survey Data - 2018



#19

4.23

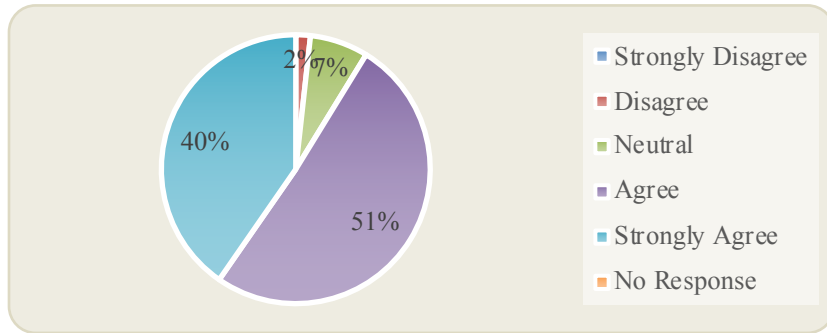
Technology Services >>					
Canvas has been an effective online learning system.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	1	3	31	21	
2%	2%	5%	54%	37%	0%



#20

4.25

Technology Services >>					
Canvas has been easy to navigate and use for my courses.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	1	2	32	21	
2%	2%	4%	56%	37%	0%

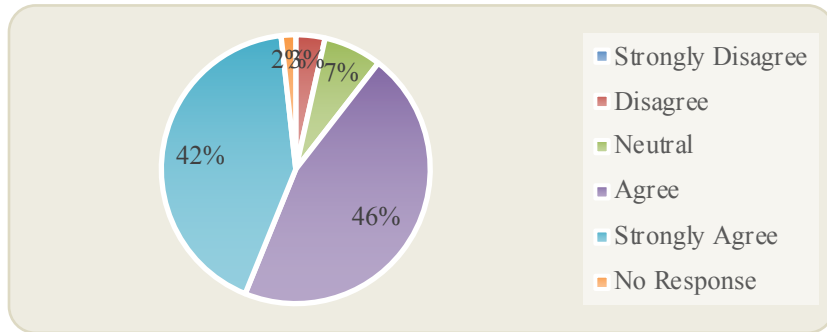


#21

4.30

Technology Services >>					
Populi has been an effective student information system.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	1	4	29	23	
0%	2%	7%	51%	40%	0%

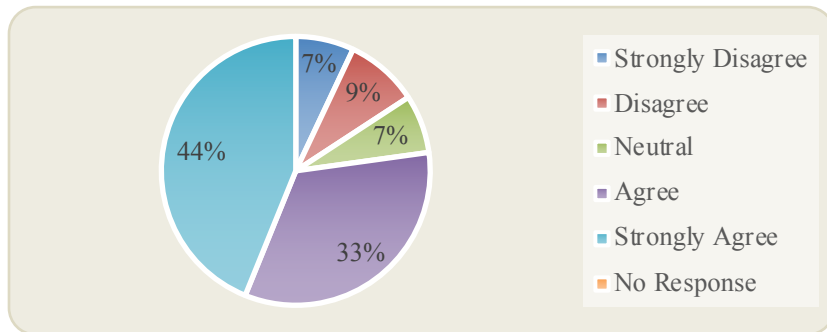
Student Satisfaction Survey Data - 2018



#22

4.29

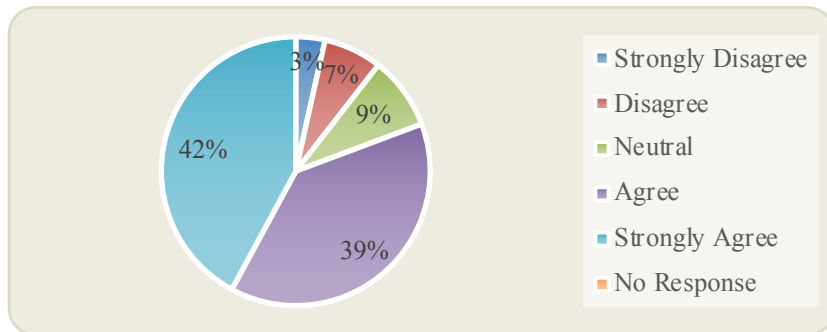
Technology Services >>					
Populi has been easy to use to find my Transcript and Degree Audit.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	2	4	26	24	1
0%	4%	7%	46%	42%	2%



#23

3.98

Technology Services >>					
BlueJeans has been easy to use.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
4	5	4	19	25	
7%	9%	7%	33%	44%	0%

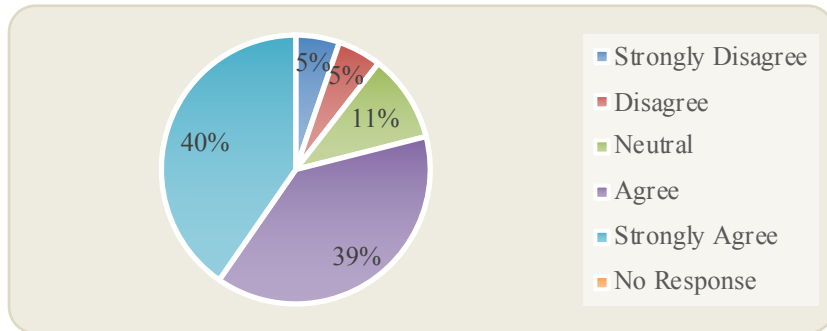


#24

4.09

Technology Services >>					
BlueJeans has been an effective tool for classroom interaction.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
2	4	5	22	24	
4%	7%	9%	39%	42%	0%

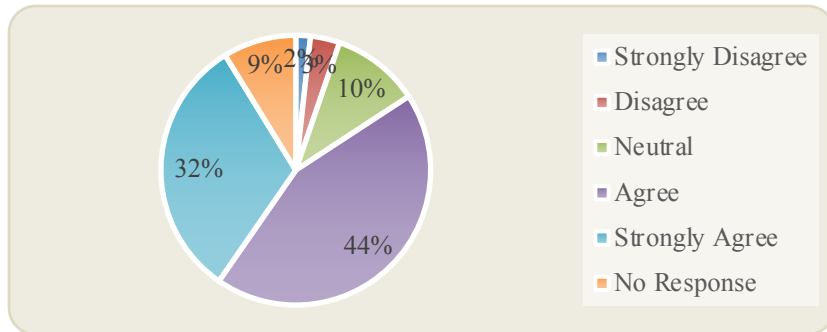
Student Satisfaction Survey Data - 2018



#25

4.04

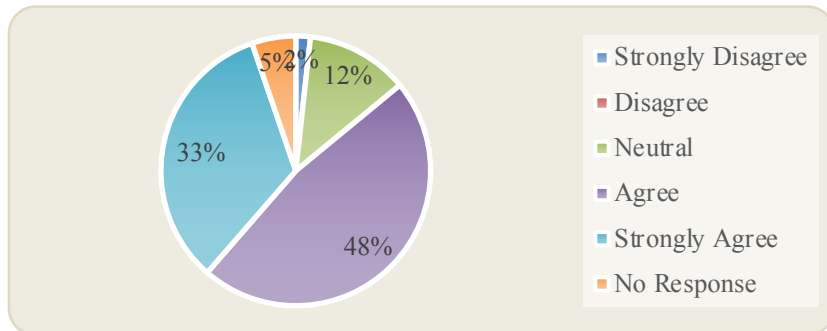
Technology Services >>					
BlueJeans has been an effective tool for watching videos inside Canvas.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
3	3	6	22	23	
5%	5%	11%	39%	40%	0%



#26

4.10

Technology Services >>					
Technology Services support staff have been easily accessible when I have needed assistance.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	2	6	25	18	5
2%	4%	11%	44%	32%	9%

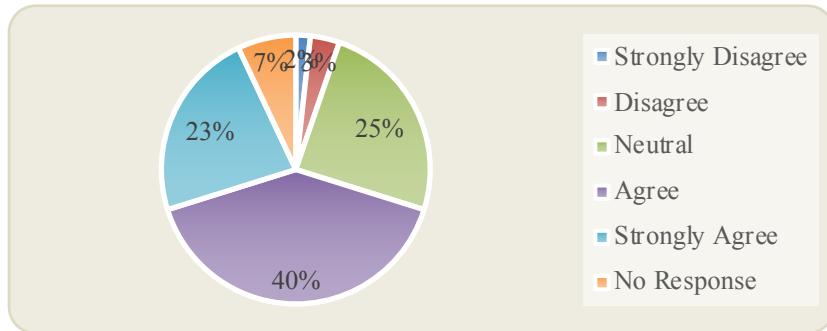


#27

4.17

Technology Services >>					
I have been able to get timely and helpful support when needed.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1		7	27	19	3
2%	0%	12%	47%	33%	5%

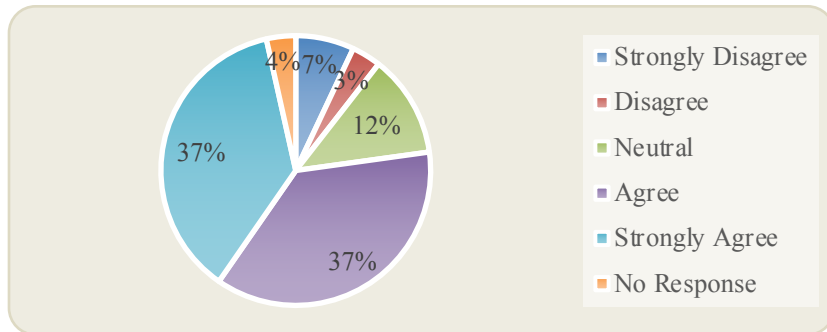
Student Satisfaction Survey Data - 2018



#28

3.85

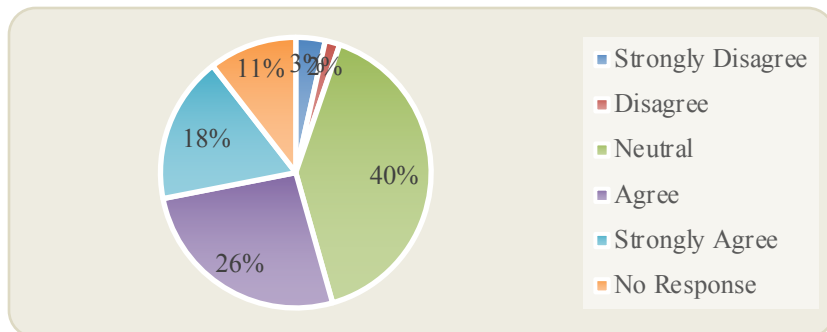
Student Services >>					
The Student Handbook has been a valuable resource for the student services available at Grace.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	2	14	23	13	4
2%	4%	25%	40%	23%	7%



#29

3.96

Student Services >>					
I feel that I have been adequately informed about the availability of Financial Aid.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
4	2	7	21	21	2
7%	4%	12%	37%	37%	4%

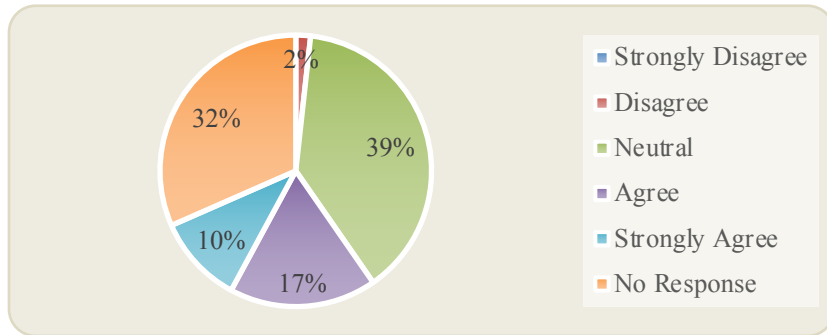


#30

3.59

Student Services >>					
I am satisfied with the level of Career Services that are available at Grace.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
2	1	23	15	10	6
4%	2%	40%	26%	18%	11%

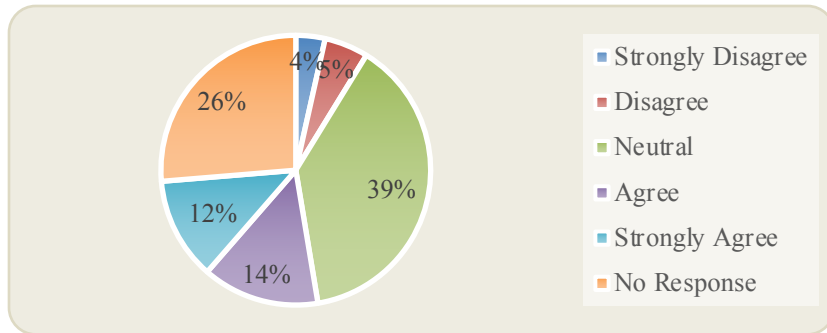
Student Satisfaction Survey Data - 2018



#31

3.54

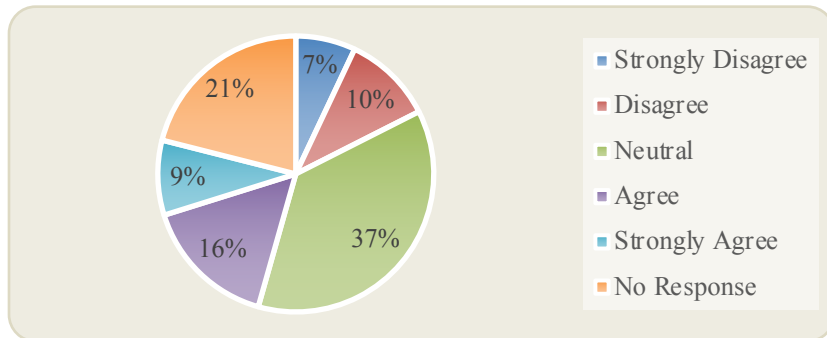
Student Services >>					
I am satisfied with the level of Disability Services that are available at Grace.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
	1	22	10	6	18
0%	2%	39%	18%	11%	32%



#32

3.36

Student Services >>					
I am satisfied with the level of Tutoring/Peer Services that are available at Grace.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
2	3	22	8	7	15
4%	5%	39%	14%	12%	26%

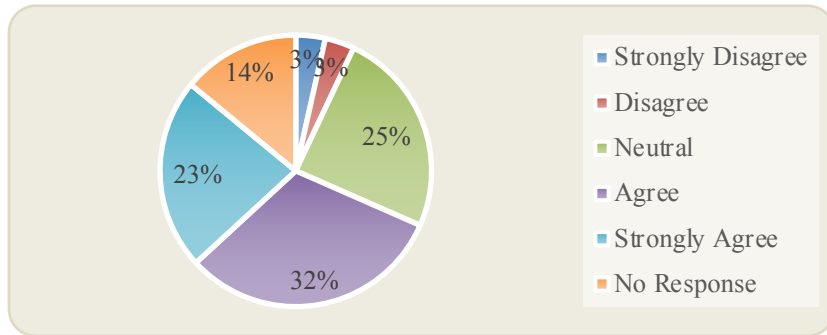


#33

3.11

Student Services >>					
I am satisfied with the level of Student Organizations that are available at Grace.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
4	6	21	9	5	12
7%	11%	37%	16%	9%	21%

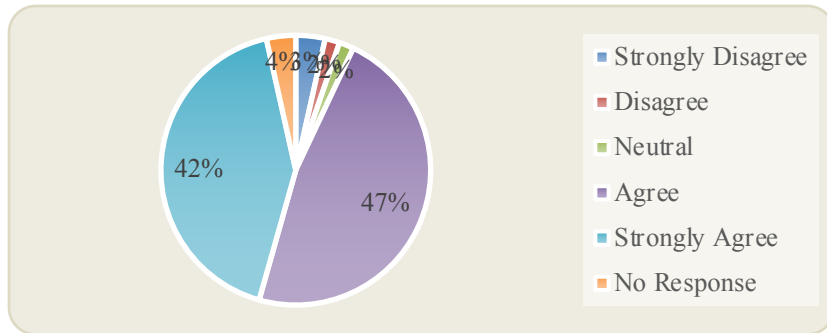
Student Satisfaction Survey Data - 2018



#34

3.78

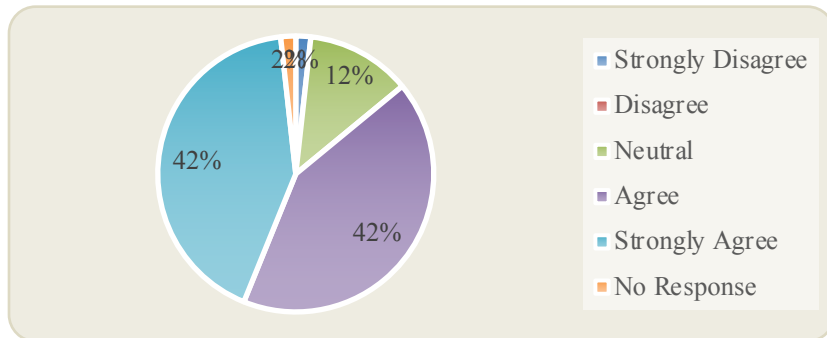
Student Services >>					
The Student Services support staff have been easily accessible when I have needed assistance.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
2	2	14	18	13	8
4%	4%	25%	32%	23%	14%



#35

4.27

Financial Services >>					
I have received my invoices in a timely manner.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
2	1	1	27	24	2
4%	2%	2%	47%	42%	4%

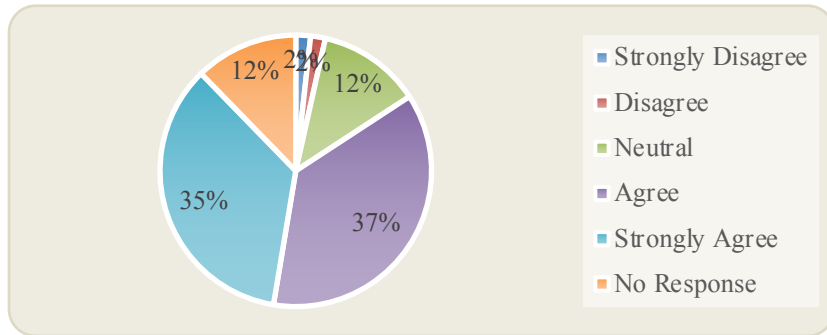


#36

4.25

Financial Services >>					
Populi has been easy to navigate in order to find my invoice and pay online.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1		7	24	24	1
2%	0%	12%	42%	42%	2%

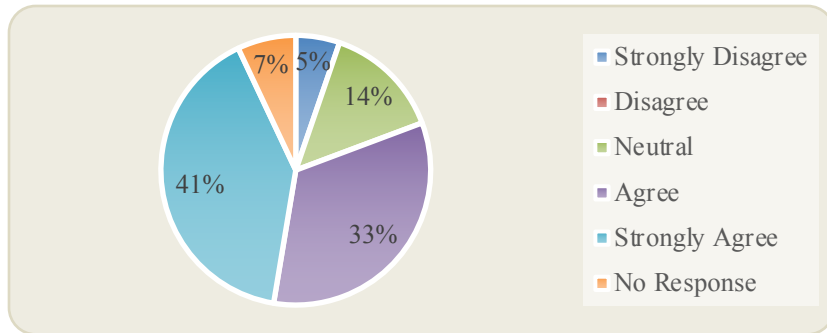
Student Satisfaction Survey Data - 2018



#37

4.16

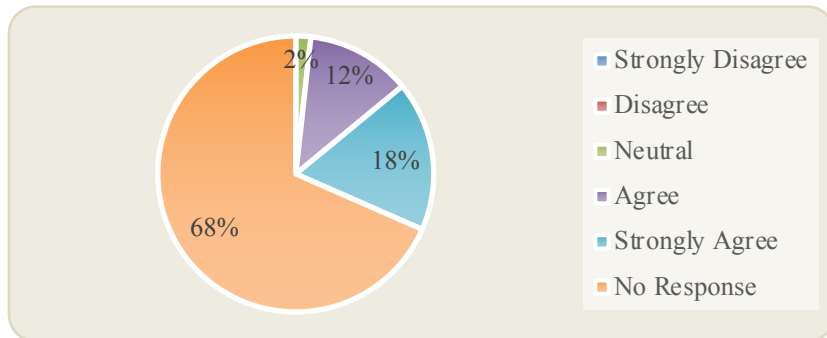
Financial Services >>					
I feel that the Payment Plan at Grace is easy to understand and follow.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	1	7	21	20	7
2%	2%	12%	37%	35%	12%



#38

4.11

Financial Services >>					
The Bursar has been easily accessible when I have needed assistance.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
3		8	19	23	4
5%	0%	14%	33%	40%	7%

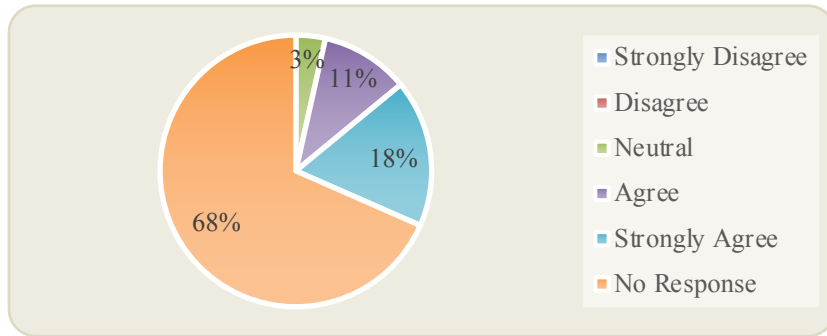


#39

4.50

Facilities >>					
Parking lots, classrooms, and buildings are safe and secure for all students.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		1	7	10	39
0%	0%	2%	12%	18%	68%

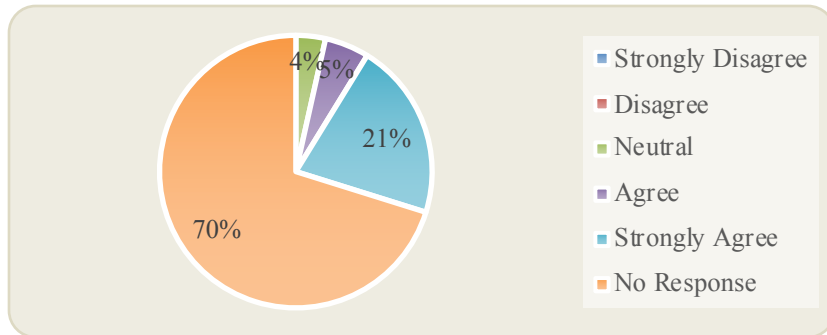
Student Satisfaction Survey Data - 2018



#40

4.11

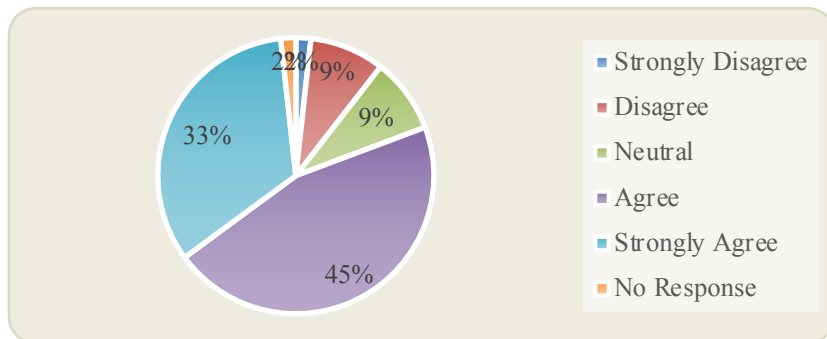
Facilities >>					
Emergency procedures were clearly noted and explained.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		2	6	10	39
0%	0%	4%	11%	18%	68%



#41

4.59

Facilities >>					
The staff has responded appropriately when there was a problem.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
		2	3	12	40
0%	0%	4%	5%	21%	70%

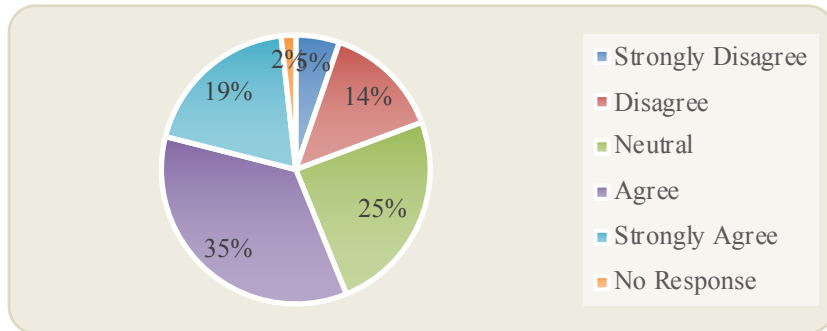


#42

4.02

Grace Experience >>					
It has been easy to connect and build relationships with faculty.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1	5	5	26	19	1
2%	9%	9%	46%	33%	2%

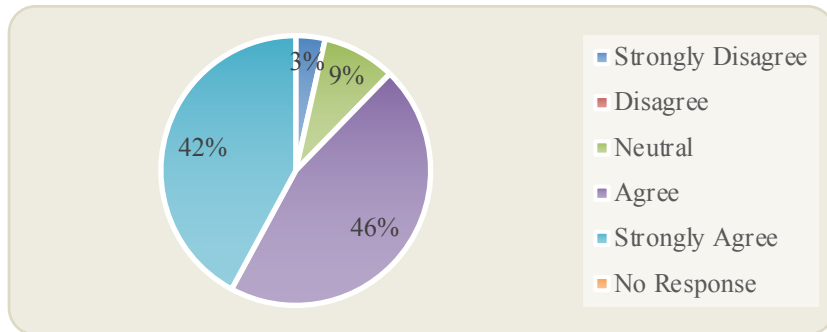
Student Satisfaction Survey Data - 2018



#43

3.50

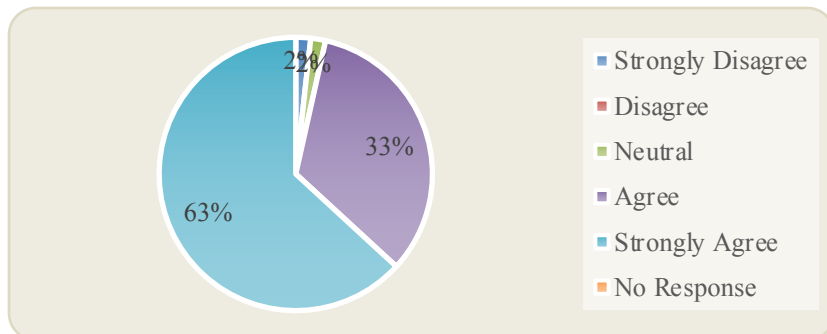
Grace Experience >>					
It has been easy to connect and build relationships with fellow students.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
3	8	14	20	11	1
5%	14%	25%	35%	19%	2%



#44

4.23

Grace Experience >>					
The staff have really shown care and concern for my well-being.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
2		5	26	24	
4%	0%	9%	46%	42%	0%

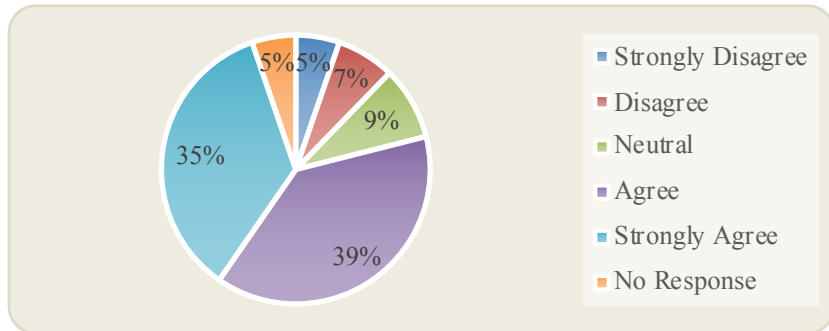


#45

4.56

Grace Experience >>					
I feel the education is worth the financial investment.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1		1	19	36	
2%	0%	2%	33%	63%	0%

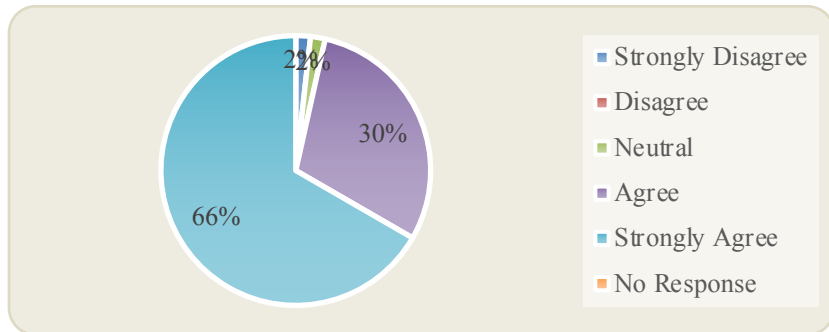
Student Satisfaction Survey Data - 2018



#46

3.96

Grace Experience >>					
I feel that online students have the same services offered to them as on campus students.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
3	4	5	22	20	3
5%	7%	9%	39%	35%	5%



#47

4.60

Grace Experience >>					
I would encourage others to attend Grace School of Theology.					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1		1	17	38	
2%	0%	2%	30%	67%	0%

Student Satisfaction Survey Data - 2018

Please give us your comments about any of the above Academic Affairs areas.

Classes needed were not available (or didn't make) and received no help finding an outside source to compensate for unavailable credit classes. Was told independent study would be available, then cancelled because it would be available in spring, just to have that canceled when professor wouldn't offer it until the following year. Was told credit could be granted in two needed classes for actual field work in those areas of study. When information and appropriate sign off was sent, was told they couldn't take them. 1

Everything went very smooth except I have wait few more months (maybe a year) now as two of the classes that I needed to graduate is not offered now. I wish, that was planned better on my side. I am losing a year and now can graduate only next year as I still have 2 classes to take which is only offered later. 2

Few classes available to choose. Why not have the student signify their intention to choose their subject. 3

great I wish I could find out what books are needed for classes sooner 4

I am a new student never been to college only graduated high school I wish I was advised better I took 12 hours with full time jobs 5

I am blown away by the love and expertise that I have found here at Grace School of Theology. If there is one critique it would for us to have an academic plan "plotted" out as in required courses and then semesters that they are offered as larger Universities do. That is, an academic plan for courses to complete a certain degree. 6

I don't think it proper for assignments to be due before the class ever starts. Reading assignments, to be prepared for discussions in class, but reports, essays, discussion boards, other than to introduce ourselves, shouldn't be do until we have had an opportunity to talked with the teacher. 7

I have really enjoyed my time at Grace. 8

I was told that for the school to look at my college transcript I needed to submit a review transcript form. Why are we required to send in a college transcript if they wont look at it unless we send in another form? It should be assumed that the student doesn't want to retake classes that they already took. 9

I wish sometimes that classes were offered earlier in the day (Houston, TX time). This would make participating in live lectures more possible where I am living. 10

I've enjoyed my academic career at Grace! 11

I've had little to no contact with my academic advisor, only some brief email exchanges. I've figured most of the process out on my own. I think this is the only part of the process that what I expected to occur didn't. I expected to have at least one phone call to really review my degree program, discuss the normal or preferred order of classes to take, and just in general be shown how to register and track to my degree program. 12

It has always been difficult getting someone on the phone and even harder getting someone to call back though this seemed to have greatly improved. 13

It was not made clear to my classmates and I that we could not trust canvas for upcoming assignments but rather we needed to always reference the syllabus. Why do they have assignments online if they are going to be incorrect? 14

Student Satisfaction Survey Data - 2018

It is confusing having two different email systems that aren't connected. I do not see the purpose in having two.	15
My adviser was in the Philippines so it was difficult to get a hold of her. One night she called after we had gone to bed because of the time difference.	16
need to be one place to do all not populi and canvas	17
Staff is committed and love the Lord	18
The staff and professors are incredibly helpful with technology, the library, explanation and instruction.	19
The syllabus sometimes are not available in a timely manner for some classes	20
Would be great if there is a pre-course tutorial on how to use populi, canvas, instructure, and bluejeans.	21

Please give us your comments about any of the above Library Services areas.

I have not use the Grace library	1
The Librarian has been EXTREMELY helpful and professional.	2
Great service from our library staff	3
Great staff!	4
I am in Haiti where English textbooks are not really easy to find.	5
I am not a good text group for this area as I am not a very tech-savvy individual. However, I do plan to go to the campus to both learn and explore these :	6
I bought several books to write papers	7
I have not used the library	8
Is it possible to make textbooks and course books available in ebook form for overseas students? The journals are amazing!	9
It rather complicated to look for a book or reference.	10
Library staff has been very helpful in finding books, articles and accessing resources.	11
Library Staff is very friendly and helpful.	12
need better instructions of how to access the library and the resources if you live outside of tx	13
When in research writing the librarian was great help to me.	14

Student Satisfaction Survey Data - 2018

Please give us your comments about any of the above Technology Services areas.

Again, too many types of options to use for learning	1
Blue Jeans services is quite user friendly	2
BlueJeans had a long learning curve but has gotten easier to use although sign in is still a complaint from many. The professors still struggle with some issues.	3
Both Canvass and Populi have been easy to navigate and it has been enjoyable to use BlueJeans for visual and audio interactivity with other students.	4
Either Canvas or Blue Jeans doesn't allow me to watch a class I miss on cell phone. I travel a lot for work and would sometimes like to plug my headphones in at an airport and watch or rewatch portions of a previous lecture, but I haven't been able to access it off my cell phone.	5
Great staff!	6
I need tutorial on how to use canvas and bluejeans. My bluejeans app is on trial.	7
I'll be using Bluejean for the first time coming up in May	8
Is there any reason why Populi cannot be used for both an SIS and online learning system?	9
It would be good to have available TS staff seven days a week. Most of us do homework on weekends and technical problems usually occur around this time.	10
On almost every issue (and again, I'm a technophobe so I screw it up a lot) the tech support was immediately available to help me navigate my mistakes. On rare occasion I have had to wait to get support for an issue.	11
Populi information needs to be updated by the various Professors in order to give accurate real-time data at all times. Canvas should also be kept up-to-date on consistent basis.	12
Really difficult to skip ahead to a particular point when attempting to go to left off time in video	13
Technology is always ready and available to help.	14
The only issue I have with canvas is that most of the time it does not match the course syllabus. This causes confusion and the completion of wrong assignments.	15

Student Satisfaction Survey Data - 2018

The video for how to access live stream is out of date. No where does it mention that we need to use blue jeans. Also, I took a class that I typically needed to watch the recorded live stream the next day. At first I thought the videos I needed to watch were ones that were under each week. It needs to be clarified that to watch the current week's video you need to go to Blue Jeans, not the week number on canvas. Maybe it could be mentioned to the new students that they will see videos under each week but the live stream videos will be under the Blue Jeans link. Also, the library resources has a link for "contact the librarian". When I clicked on it I was taken to a completely different email (outlook) and the Librarian's information was inserted in the receiver bar. I sent her a detailed email regarding the books I needed and then never heard back from her. I called and found out that she hadn't received my email. for some reason, the outlook email inserted an old email from my previous college as the sender. It might be good to let other people know that they should be aware this could happen because I had no idea!

16

Tremendous support.

17

Please give us your comments about any of the above Student Services areas.

excellent no issues

1

I am plagued by the number of naysayers that constantly say, "So, you're going to seminary to get a theology degree, huh?? Well, that's cute. So, what are you going to do when you get out? What's the point? Going to be a Pastor?" I have a hard time looking at this as though the purpose was to land a job but I do understand that with the education will come several thousand(s) dollars worth of debt in school loans and I will be paying on them for quite some time. I do not know what will become of me after this endeavor here at GSOT but I am somewhat ignorantly trusting Him for the outcome. We shall see in due time. For His glory.- Isaiah 55:11

2

Not available to online users.

3

Not being in Texas or that region, I feel a little cut off from the university, but that is to be expected for where I am living. Sometimes this makes communication difficult, and I worry about having to incur long distance calling charges. It would be great if some contact could be made using Skype or Hangouts or WhatsApp, or the like, to increase communication by eliminating toll or long distance charges.

4

Since I do not live in US, some of these things are not applicable to me or I am not aware of. Thanks!

5

SS doesn't seem to have a mentoring program for staff who are students. Do they have an existing one that I don't know? Or does it classify as "academic advising"? I think it should be a separate service. :)

6

The student services staff has been accessible and ready to accommodate whatever need might arise and to make the student fell like part of the school family.

7

The Student Services support staff is helpful.

8

was hoping for more help with career services and although it was there when i brought it up it but now it seems non-existent

9

Student Satisfaction Survey Data - 2018

Please give us your comments about any of the above Financial Services areas.

- excellent 1
- financial services through populi is helpful. 2
- Good work! 3
- No idea what Bursar is. 4
- The bursar at GSOT has continually been of great assistance. 5
- The Bursar has done an excellent job. 6
- The team there at GSOT is amazing. I can't believe that they put up with me. Please give them a raise. 7
- wish we had one place to find all services 8

Please give us your comments about any of the above Facilities areas.

- Comfortable and safe atmosphere. 1

Please give us your comments about any of the above Grace Experience areas.

- It is very difficult to have any type of relationship with someone who you do not see on somewhat of a regular basis. Online interaction does not suffice for that. 1
- Being off campus and not even in the region often makes me feel awkward or even stressed, particularly when I can not get a timely answer to a question or a matter that I need clarification for in order to proceed confidently in my school work. I have found means to work around these, such as view stressors as merely things that teach me how to suffer. Though there are times I wish I could participate more fully, feel more involved, active instead of distant, I am ultimately very thankful for this educational opportunity. 2
- being remote make it a challenge to feel connected and we all own that making it better. Maybe if we had a way to have an open forum chat room or something to get to know one another better or something, just brainstorming out-loud and do not know the cost or what it means to do it. Just sometimes feels like we have an 8 week course and move on and then notice same students in class but really dont know them. 3
- For me, I think the Research Writing and Technology class has been very similar to my previous English and Writing classes. So I can't say that I have learned a lot from it. But I really appreciate my TH-310 class, and I am learning a lot of practical ways to study the Bible. If I had time, though I probably would have looked for a less expensive school. But my husband and I needed to make a quick decision, and this is the school the mission board recommended. 4
- Grace is a big blessing to me and my family, both the education and relationships with the staff. 5

Student Satisfaction Survey Data - 2018

Grace is doing a great service to The Kingdom!	6
Grace is well positioned to meet a growing need as only God could ordain. Keep up the good work...	7
Grace School is excellent in providing seminary education for student either in campus or online learning.	8
Grace staff is congenial and thorough.	9
Great college!!! Great price!!! Great Professors!!!	10
I only marked "disagree" for the relationship questions as it's difficult to build meaningful relationship in an online only experience. All of my professors have been excellent and caring but I don't feel able to say that I've built a meaningful relationship with them. I think in an on campus situation that would be different.	11
online students are forgotten about, school is no longer worth going to	12
Overall I love GSOT. I wish there were more student get togethers. In 5 years only one was attempted for the men and only 2 signed up. It was a work day, that's probably why.	13
Thank you very much!!!	14
The classes are excellent.	15
Though it is VERY nice to lay on my own couch and a college level course I still function, prefer, and better perform in a live classroom setting. I long for this to happen.	16

Grace School of Theology

Graduate Exit Survey Spring 2018

What degree did you receive at Grace?							
BSC	DBS	AABS	BABS	MM	MA(BS)	MDiv	ThM
		2	2	5	8	3	

Do you believe that the education you received at Grace prepared you well for your ministry?							
	Highly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Highly Agree
BSC							
AABS						2	
BABS						1	1
MM						2	3
MABS					1	2	5
MDiv						2	1
ThM							
Total					1	9	10

Do you believe that Grace's mission is being fulfilled with its current programs, services, faculty, and course offerings?							
	Highly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Highly Agree
BSC							
AABS						2	
BABS						1	1
MM						2	3
MABS					1	1	6
MDiv						2	1
ThM							
Total					1	8	11



Grace School of Theology

Do you feel well connected to Grace since graduation?							
	Highly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Highly Agree
BSC							
AABS						2	
BABS					1		1
MM				1	1		3
MABS		1	1	2		1	3
MDiv				2		1	
ThM							
Total		1	1	5	2	4	7

How would you rate Grace's faculty overall?					
	Very Poor	Poor	Average	Good	Excellent
BSC					
AABS					2
BABS				1	1
MM				1	4
MABS			1	2	5
MDiv				2	1
ThM					
Total			1	6	13

How would you rate the services available to students at Grace?					
	Very Poor	Poor	Average	Good	Excellent
BSC					
AABS					2
BABS				2	
MM				1	4
MABS			1	3	4
MDiv			1		2
ThM					
Total			2	6	12



Grace School of Theology

How would you rate Grace's facilities?					
	Very Poor	Poor	Average	Good	Excellent
BSC					
AABS				1	1
BABS				1	1
MM				2	3
MABS				5	3
MDiv			1	1	1
ThM					
Total					
			1	10	9

How would you rate the online course delivery system at Grace?					
	Very Poor	Poor	Average	Good	Excellent
BSC					
AABS				1	1
BABS				1	1
MM					5
MABS			1	1	6
MDiv					3
ThM					
Total					
			1	3	16

Please tell us your intention when you first began your program at Grace.							
	BSC	AABS	BABS	MM	MABS	MDiv	ThM
To seek a paying vocational position in my field of study at Grace.			2	3	2	2	
To seek a non-paying vocational position in my field of study at Grace. (Volunteer)							
For a non-vocational reason. (Personal enrichment)				2	4	1	
To further my education and knowledge of the Bible for my current ministry.		2			2		



Grace School of Theology

Please answer your employment status before enrolling at Grace.							
	BSC	AABS	BABS	MM	MABS	MDiv	ThM
I was already employed before coming to Grace and will stay with the same employer.				2	3	2	
I was already employed but will seek a different employer.		2	1	1	4	1	
I was not employed but became employed before graduation.			1				
I was not employed but am seeking employment.				1			
Retired					1		
Not Seeking Employment				1			

Please describe your current place of employment.							
	BSC	AABS	BABS	MM	MABS	MDiv	ThM
I am employed by a church.					4		
I am employed by a para-church organization.				1	1	2	
I am employed in education (Christian school or seminary).							
I am on active duty in the U.S military.							
I am not employed in a ministry related field.			2	1	2	1	
I am not employed.		2		3			
Retired					1		



Grace School of Theology

In what ways can Grace help its current students better achieve their academic and ministry goals (programs, services, technology, building, etc.)?
Discipleship
larger variety of online classes
Go after their goals
Offer a rotation of Gen Ed classes or offer an alternative for them, as these are the classes most difficult to make.
More promotions / increase in marketing budget
I believe you already have what is currently required to help students. Keep up the good work. Blessings.
GSOT has been a phenomenal experience, and the seminary could serve as a model of how a seminary should/could operate.
More applicability - I work in a prison where the inmates believe that they must work hard to maintain their salvation. Specifically, how can this be handled.
I think that many of the older students could benefit from more training in the use of technology especially since so much is done via blue jeans. I struggled in trying to figure out how to do some of that I was asked to do via technology.
I have been very pleased with my experience at GSOT.
More opportunities for students to connect inside and outside the classroom
Continue striving for the best
SACS Accreditation
Continue to offer new programs like the chaplaincy programs and other.
Better communication on meeting dates for both intensive and regular classes.

