

2023



*Covenant Baptist
Theological Seminary*

Assessment of Academic Quality

Helping the church to prepare men to undertake the full range of pastoral responsibilities they will face in serving Christ and His kingdom, and to equip Christians for effective service in the church.





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Informed Scholarship. Pastoral Heart.

Vision

Our vision is to see the church of the Lord Jesus Christ strengthened and expanded world-wide to the end that Christ would be known, loved, and exalted.

Mission

Our mission therefore is to help the church to prepare men to undertake the full range of pastoral responsibilities they will face in serving Christ and His kingdom, and to equip Christians for effective service in the church. We do this work by providing rigorous academic training and by facilitating extensive pastoral mentoring.

Academic Quality

Covenant Baptist Theological Seminary (CBTS) is committed to excellence in its education. Therefore, it engages in evaluation of its academic quality, student success and institutional effectiveness. CBTS takes the necessary steps to produce graduates who are very able and in possession of the knowledge, skills, and personal character necessary for the pastoral ministry, general ministry in service of the church, or further education. As an institution, we engage in the following processes to produce, assess, and demonstrate academic quality as an institution.



I. Utilization & Evaluation of Student Indicators

Student indicators include data developed by the institution to measure student learning, satisfaction, and success. Additionally, indicators can be self-reported data by student regarding interaction with the institutions educational process and system. These indicators help measure the effectiveness of many points in CBTS's educational structure, but they also inform the institution regarding its effectiveness and quality.

A. Self-Reported Indicators

Students are regularly given the opportunity to provide feedback and input regarding CBTS's educational curriculum, processes, and instruction. Following the completion of each course that is taught, current students evaluate the faculty member, content, delivery, and other important elements of a seminary course. These evaluations are collated, analyzed, and utilized by the Academic Committee of the seminary, for adjustment, change or maintenance of the course and its curriculum as is appropriate. A sample course evaluation is attached below this document on the page, as well as the analysis of the course evaluations (**See Appendix A**).

Regularly, the administrative staff electronically sends out polls and surveys concerning course schedules and offerings which benefit the student and their ability to take courses. At the end of a student's time and following the completion of their final course they will take part in an exit interview where they can elaborate concerning their educational experience, provide feedback, criticism, areas of improvements and satisfaction concerning the academic quality of CBTS. A sample exit interview is attached below this document (**See Appendix B**).

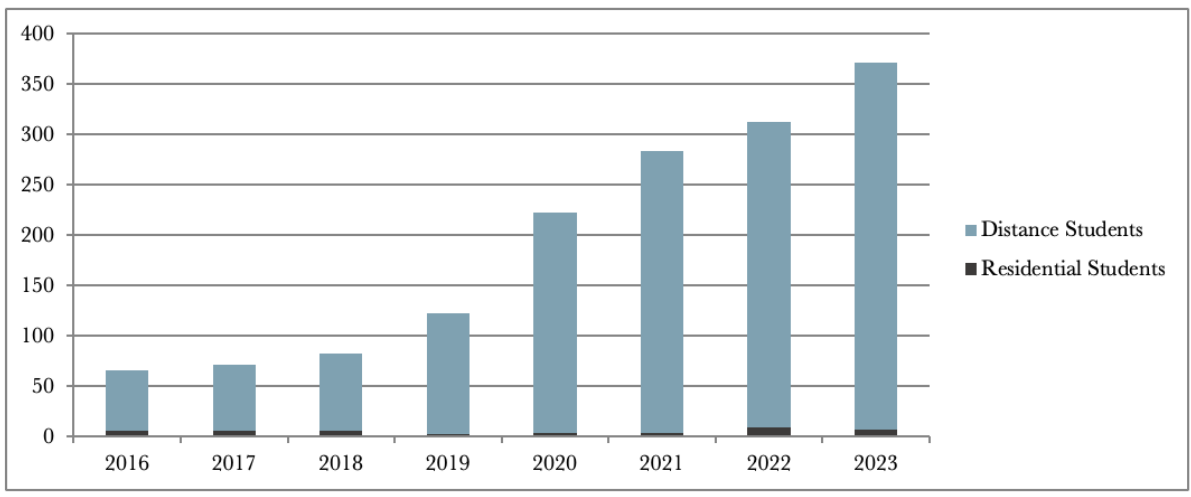


Student Data

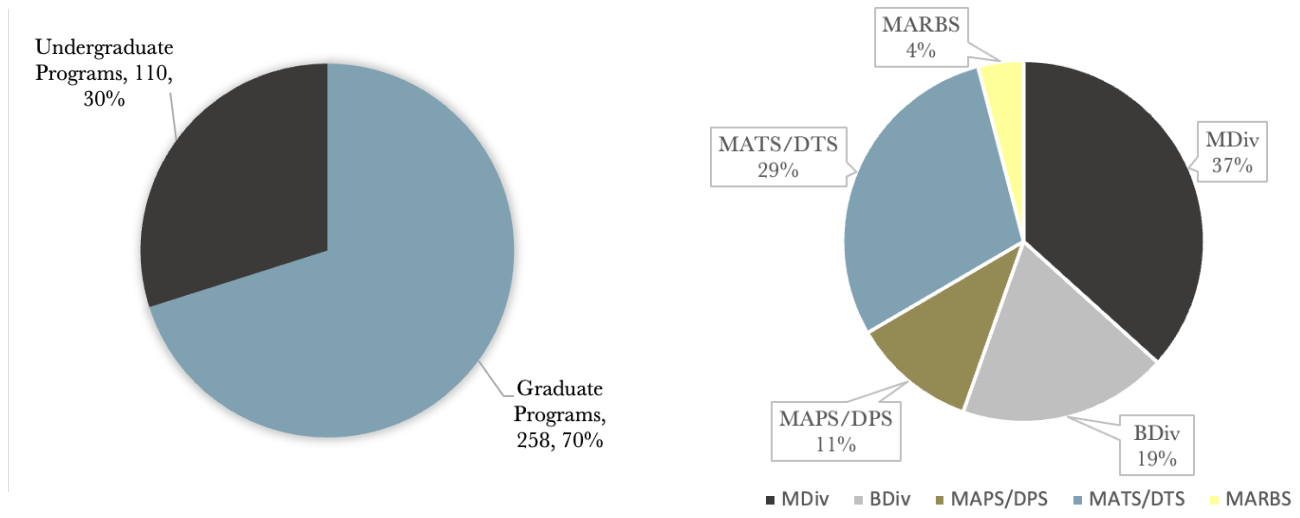
B. Institution Compiled Indicators

Student Enrollment

	2016	2017	2018	2019	2020	2021	2022	2023
Residential Students	6	6	6	2	3	4	9	7
Distance Students	60	65	76	120	219	280	304	364
Total Students	66	71	82	122	222	284	313	371



Enrollment by Program





Faculty & Mentor Data

Faculty & Mentor Data

At CBTS, we strive to deliver Informed Scholarship with Pastoral Heart that is both affordable and accessible. Meaningful connection between student and faculty and student and pastoral mentor is critical to our effectiveness as an institution.

8

Regular Faculty

46:1

Student/Faculty Ratio

157

Mentors

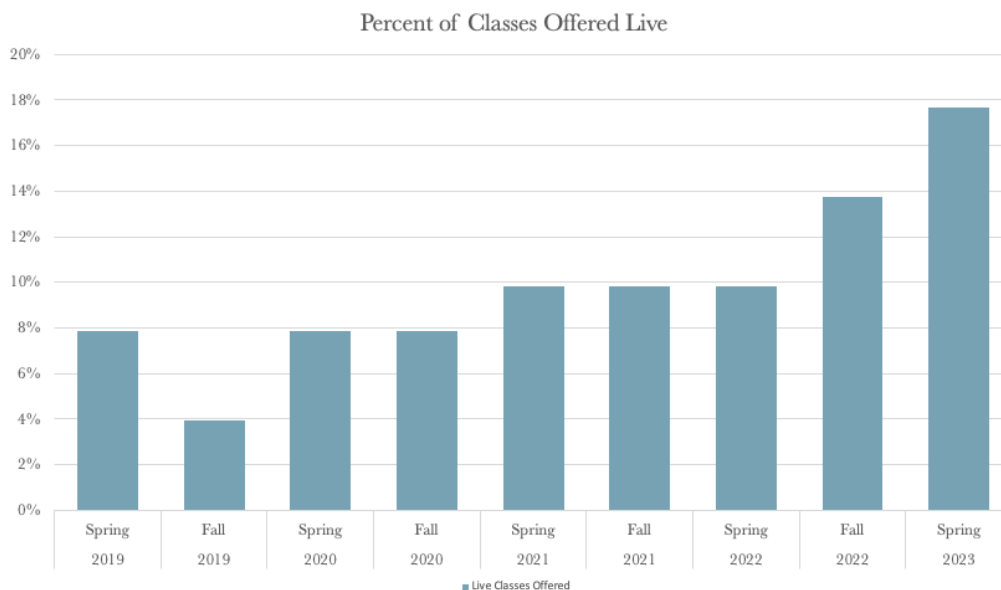
2.3:1

Student/Mentor Ratio



Mode of Delivery

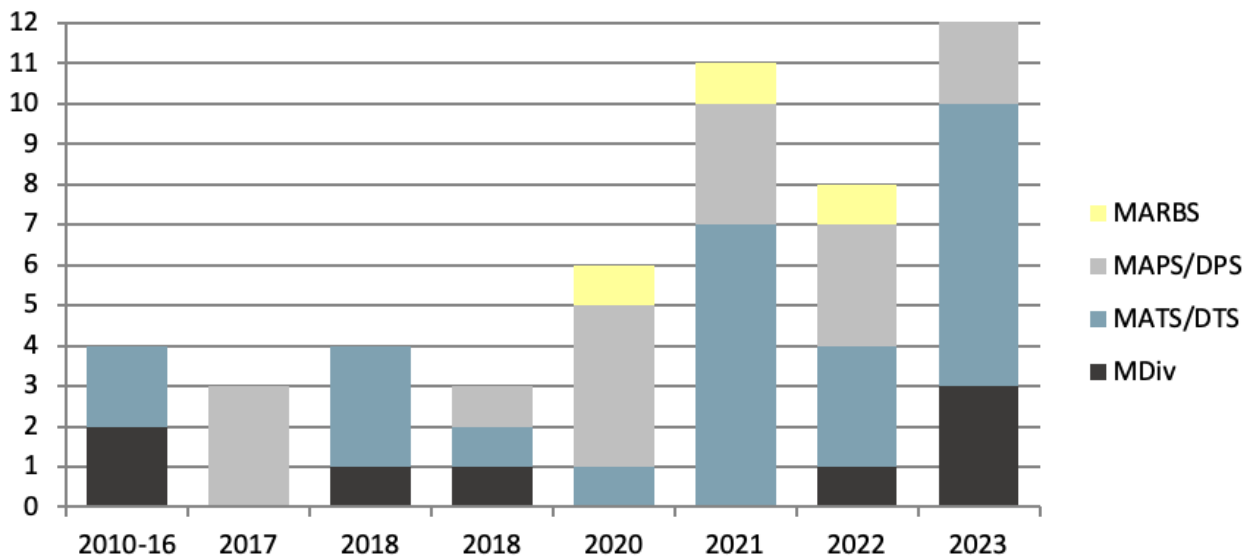
As a distance institution, CBTS leverages technology to deliver a “live-class” experience to students around the world each semester. We also offer 3 modular courses throughout the year in which students enjoy “face-to-face” classroom instruction. Below illustrates the efforts we are making to increase these live experiences.



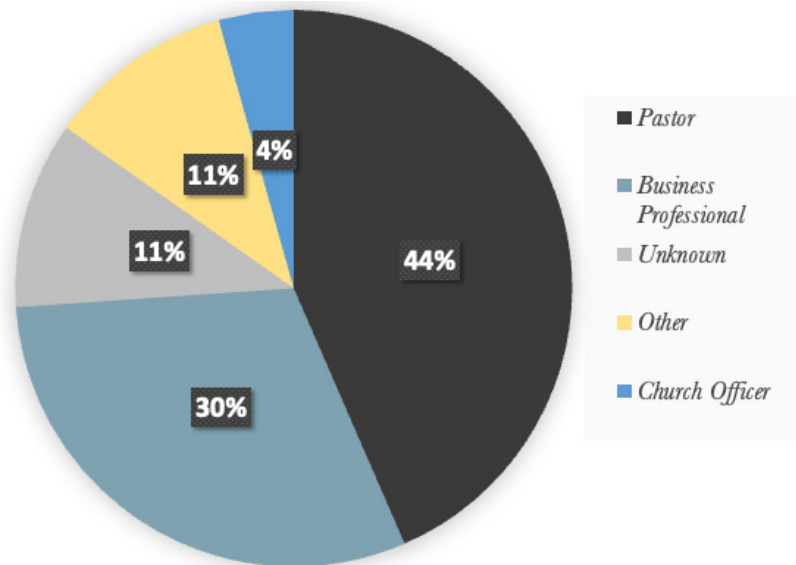


Graduates

Graduate Data



Our number of graduates continue to increase. They serve in various vocations and ministries. 44% of our graduates are actively serving in Pastoral Ministry.



Graduation Rates

Degree	Entering Year	Students in Cohort	Graduates	Continuing	Withdrawn
MDiv	2016	7	2 - 28%*	3 - 42%	2
	2017	13	0	7 - 53%	6
	2018	15	1 - 6%	10 - 67%	4
	2019	33	0	24 - 73%	9
MATS	2016	6	2 - 33%	2 - 33%	2
	2017	5	3 - 60%	1 - 20%	1
	2018	16	5 - 31%	5 - 31%	6
	2019	37	3 - 8%	30 - 81%	4
MARBS	2016	2	100%		
	2017	2	0	0	2
	2018	2	1 - 50%	1 - 50%	0
	2019	4	0	3 - 75%	1
MAPS	2016	2	100%		
	2017	3	2 - 66%	0	1
	2018	8	2 - 25%	3 - 38%	3
	2019	12	1 - 8%	10 - 83%	1

**Please note that in certain columns there are numbers and percentages present. In these instances, the percentage is provided for the sake of a “rate” and the digit is expressive of the student representation that makes up the percentage.*

Graduation rates were determined by calculating the total number of students in each cohort (enrolled students in each program), then dividing the total number of graduates by the number students in the original cohort.

A cohort is defined as the number of students beginning between July 1 of the specified year and June 30 of the following year.

Graduates are the number of students who graduated on or before May 2023.

The continuing column demonstrates the number of students from each cohort that are retained and continue in the program.

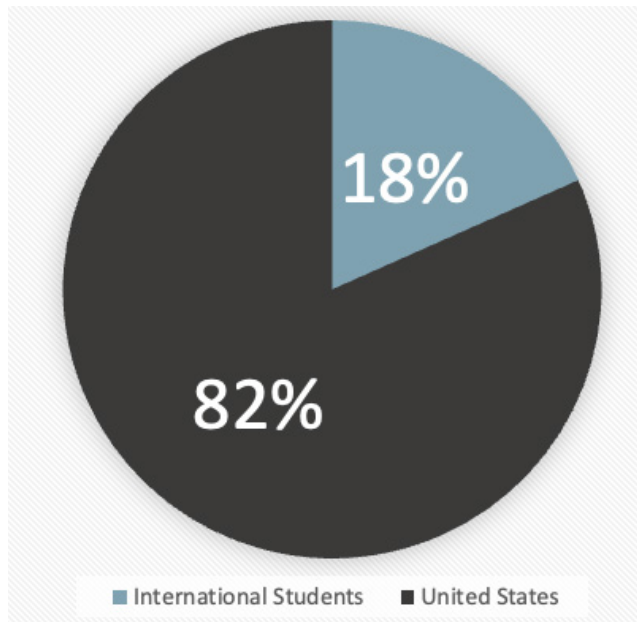
Withdrawn represents the number of students from the cohort who have withdrawn from the program for various reasons.

It is worth noting that the majority of CBTS’s students are non-traditional adult learners who cannot undertake a full-time course load. This results in an extended and non-typical length of degree completion. This explains the disproportionate retention rate in contrast to the graduation rate in many cases. In other programs it should be recognized that there simply have not been graduates in a particular cohort yet, this can result in an unusually high number of students retained as opposed to graduates.



International Students

CBTS is privileged to serve students all around the world. 18% of CBTS students are outside of the United States. CBTS has students in 27 different countries on 6 continents.



International Students	71
Australia	8
Canada	8
Trinidad and Tobago	6
Kenya	5
Philippines	4
India	4
Malawi	4
South Africa	3
Denmark	3
Rwanda	3
Mexico	3
Ecuador	2
Spain	2
New Zealand	2
Uganda	2
Germany	1
Hungary	1
Thailand	1
Sweden	1
Costa Rica	1
Bulgaria	1
Antigua and Barbuda	1
United Kingdom	1
Vietnam	1
Albania	1
Japan	1
Italy	1

2. Oversight of the Academic Committee

Since the inception of CBTS, academic quality and rigor have always been of vital significance and at the core of its identity. When the seminary was established and the Board of Directors was constituted, along with the constitution and by-laws. A committee was permanently established, the “Academic Committee of the Board” (AC). This committee serves the purpose of overseeing, evaluating, and ensuring quality in all aspects of CBTS’s education. As a result, the AC is very hands-on and actively involved in the curriculum, academic policies, instruction, faculty development, transfer credit, course offerings, schedule, and many other associated functions. This committee annually provides the Board of Directors with a report of its activity, goals and duties that have been carried out. The annual AC report can be seen below this document. **(See Appendix C)**

3. Facilitation of Annual Institutional Effectiveness Planning Meeting (IEP)

Institutionally, CBTS finds accountability and standards for its academic quality through its accreditor the Association of Reformed Theological Seminaries (ARTS). Compliance with these standards is necessary for ongoing recognition and membership. To ensure compliance, CBTS annually facilitates an Institutional Effectiveness Planning Meeting (IEP). Compliance for the school is reviewed and discussed among the entirety of the academic staff and administration. Any items or processes associated with academic quality, effectiveness and student success that impact compliance with ARTS are discussed and examined. This is a time of discussion, development and review regarding the academic programs, modes of delivery, policies, and instruction. ARTS necessitates academic quality in accordance with their standards of accreditation, thus CBTS is always working towards compliance with ARTS to maintain academic quality. CBTS will hold its Annual IEP Meeting on October 27, 2022.



4. Aspiration to Follow & Adhere to the Organizational Strategic Plan

CBTS has taken steps to examine itself thoroughly and identify areas in which it can improve or areas it can adapt to be more effective. This has been done through the development of its Strategic Plan (SP). This plan was formulated to increase its quality for students, and to more efficiently achieve its mission and vision as an institution of Higher Education. There are several key aspects of the SP which directly involve academics, curriculum, instruction, and faculty members. This document is regularly seen by board members, administrative staff, and faculty members. The SP acts as long-range metric to check on the progression and ongoing health of the institution, including its academic and educational components.

Below, you will see several sections of the SP specifically associated with the educational framework of CBTS. There are two primary goals and four support goals which explain how the primary goals will be achieved.

Mission Goal A: To prepare men to undertake the full range of pastoral responsibilities

Objectives to achieve the goal

- By providing seminary materials that is biblically sound and academically thorough.
- By offering courses that cover the full range of topics needed by men going into the pastorate.
- By using competent instructors who present their material well and interact personally with students.
- By conducting live classroom courses that supplement the online offerings and are conveniently located for students to attend.
- By assuring that students move efficiently through the course of study with a high rate of completion.
- By using the seminary program to cultivate the godliness of students and effectively assess their personal progress in grace.
- By incorporating pastoral mentors who understand the seminary's program and effectively coach and evaluate their student mentees, and who participate with seminary/mentor dialog.
- By graduating at least five men annually with master's degrees.

Mission Goal B: To equip Christians for effective service in the church

Objectives to achieve the goal

- By offering courses that cover a wide range of topics relevant to Gospel truth and the Christian life.
- By helping students to have easy access to course offerings and participate at their own pace and depth. (MATS)

Support Goals & Objectives to undergird and strengthen the Mission of the Institution

Support Goal 1: Curriculum- To provide curriculum materials of the highest caliber

Objectives:

- By assuring that each course is thoroughly Scriptural and is based on a Reformed systematics framework consistent with the 1689 Baptist Confession of Faith.
- By assuring that each course is internally consistent with and complementary to the other seminary course offerings.
- By assuring that each course is supported by carefully prepared reading lists, writing assignments, and testing materials.
- By assuring that courses are available to fulfill the requirements of each degree program that the seminary offers.
- By assuring that the seminary program is accredited by a recognized Christian accrediting organization

Support Goal 2: Faculty- To provide godly, competent faculty

Objectives:

- By assuring that each faculty member holds an advanced theological degree.
- By assuring that each faculty member exhibits godly character and demeanor and is known to be deeply engaged in the life and ministry of the local church.
- By assuring that each faculty member demonstrates competence to teach effectively.
- By assuring that each faculty member interacts well with students at both a personal and a professional level.
- By assuring that each faculty member respects the authority of the academic dean and fully supports the mission of the seminary.

Support Goal 3: Facilities- To provide necessary physical facilities

Objectives:

- By assuring that facilities adequately meet the instructional needs of the seminary.
- By assuring that audio and video recording is well served by the seminary's facilities.
- By assuring that the seminary houses its library materials and provides study space for students.

- By assuring that staff office and meeting space is adequate.
- By assuring that adequate operational and storage space is provided for technical equipment, files, etc.

Support Goal 4: Technology- To provide adequate technology support

Objectives:

- By assuring that the seminary has an Internet presence that is attractive, contemporary, and easy to understand.
- By assuring that the seminary website propels online learning, public relations, and essential administrative interfaces (applications, student portal, online donations, etc.).
- By assuring that the quality of audio and video recording is excellent.
- By assuring that technical methods are flexible for various teaching requirements and are adaptable as new technologies emerge

The entire strategic plan can be found on the Academic Quality page on the CBTS website.



5. *Demonstration of Success through Graduate Testimonies*

CBTS graduates attest to the effectiveness of the education and its impact on their ministry and work.

“The education that I received from CBTS was both rigorous and warm. It was both erudite and practical. It was challenging, yet so very rewarding. In short, it was informed scholarship with a pastoral heart. I never sensed an imbalance from the seminary in holding forth these two categories to me as a student. Every class reflected this epitaph. My preaching has improved, my discernment has sharpened, my library is now bulging with solid resources, and my heart is full.

Further, CBTS has given me such a rich platform for theological education that it has elicited, as a matter of serious prayer, the possibility of future Ph.D. work in Systematic Theology. I would have never entertained such an idea had I thought my training would leave me at a disadvantage for rigorous future study.”

-Scott Autry, MDiv Graduate (2019)

* * * * *

“I remember seeing the phrase “Informed Scholarship, Pastoral Heart” on the CBTS student handbook when I first started and I was genuinely curious if that statement was true of the school I had just enrolled in. It was very true. I learned about the beauty of seeing Christ in the Old Testament from Dr. Barcellos and Professor Miller and because of that I can now

show my congregation how all of Scripture points to Christ. From Dr. Decker I learned the intricacies of the Greek language and how understanding this language will aid in teaching our congregants rightly about what God is saying in His inerrant and infallible Word. From Dr. Waldron I was able to learn about the complexities of systematic theology and how God has kept His people throughout Church history in the unfolding of His sovereign plan. I also benefitted from the student body and administration at CBTS. Not only have I made friendships that I will have for the rest of my life, but from them I was also able to learn about what the Church looks like globally.

Because of CBTS, I was given an exceptional education. I am now more equipped in my pastoral pursuits. I now feel more confident in my teaching and in leading my congregation in song. I was afforded all of this, while not ever having to worry about how I will afford the next semester. I thank God for Covenant Baptist Theological Seminary and I look forward to what God has in His plan for this wonderful school. May all the praise and glory be to God alone.

-Trey Head, MATS Graduate (2022)

* * * * *

I began at Covenant Baptist Theological Seminary and was quickly overwhelmed by the faithful giants I was being asked to read. Augustine, Calvin, Owen, Vos, John Murray, and more imparted wisdom that I had not yet been subjected to. It seemed odd to me that any program would be called complete without the rich selection offered here at CBTS.

My seminary experience here at CBTS has altered my study from cold page skimming for a required resource, to reading through tear-filled eyes the graces of my Lord and Savior, as penned by the reformed scholars of old. The guidance from professors here, like Dr. Waldron and Dr. Barcellos, have been pastoral, always bringing the same heart for the pulpit that I experienced in my reading.

I have valued the instruction in Biblical Theology to learn to see Christ everywhere and to learn how I might show Him to others in my preaching. I am thankful for both the informed scholarship and the pastoral heart of the CBTS staff. A truer motto might never have been reached. I am thankful for a trajectory in ministry that I have received here that many seminaries only theorize how to achieve. To God be the glory.

-Vance Hoppe, MAPS Graduate (2022)



6. Appendices

Appendix A - Course Evaluation & Analysis

Appendix B - Sample Exit Interview

Appendix C - Annual Academic Committee Report

Appendix A - Course Evaluation & Analysis

CBTS Course Evaluation

Complete this form only after all assignments for the class have been GRADED.

Do not complete this form before all assignments for the class have been GRADED.

Have all assignments for this class been completed? *

- YES
 NO

Have all assignments for this class been GRADED? *

- YES
 NO

Course Code & Title: *

Instructor's Name: *

Please choose the best answer for each question.

Curriculum *

	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	Not Applicable
1. Material matched its title and course description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Textbooks were appropriate and useful according to course objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ministerial Relevance *

	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	Not Applicable
3. Material was presented in a way that demonstrated its relevance to ministry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Concepts covered in the course were relevant to the development of your calling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Course encouraged reflective thinking in application of the acquired skill and/or knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Syllabus *

	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	Not Applicable
6. Syllabus clearly communicated all course requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Grading system as outlined in syllabus was fair and accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Syllabus was followed throughout the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instruction *

	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	Not Applicable
9. Method of teaching was appropriate for the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Presentation was consistently organized and clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The balance between lectures and discussion was adequate, given the nature of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Any handouts were clear and relevant to the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Lectures were beneficial in achieving course objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Professor appeared to be well-prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Professor's attitude toward teaching this course was positive and motivating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Oral presentations were audible and articulate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Student questions were answered adequately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Stated objectives for the course were achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Professor/facilitator was easy to approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Professor/facilitator was readily available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professor was respectful to the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Graded assignments returned within a reasonable time-frame	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assignments/Tests *

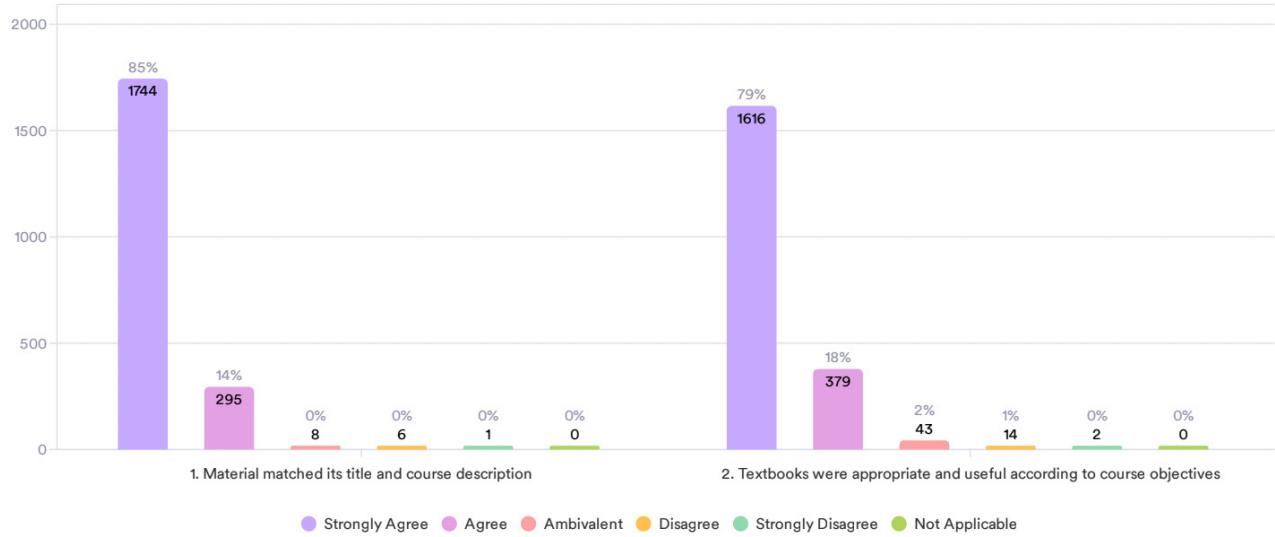
	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	Not Applicable
23. Expectations for all assignments were made clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Time granted for completion of assignments was appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Amount of reading was appropriate to the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Difficulty of reading was appropriate to the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Course workload was consistent with the number of credits of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Assignments were helpful in achieving course objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Exam material effectively covered course material and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Name: *

Comments: *

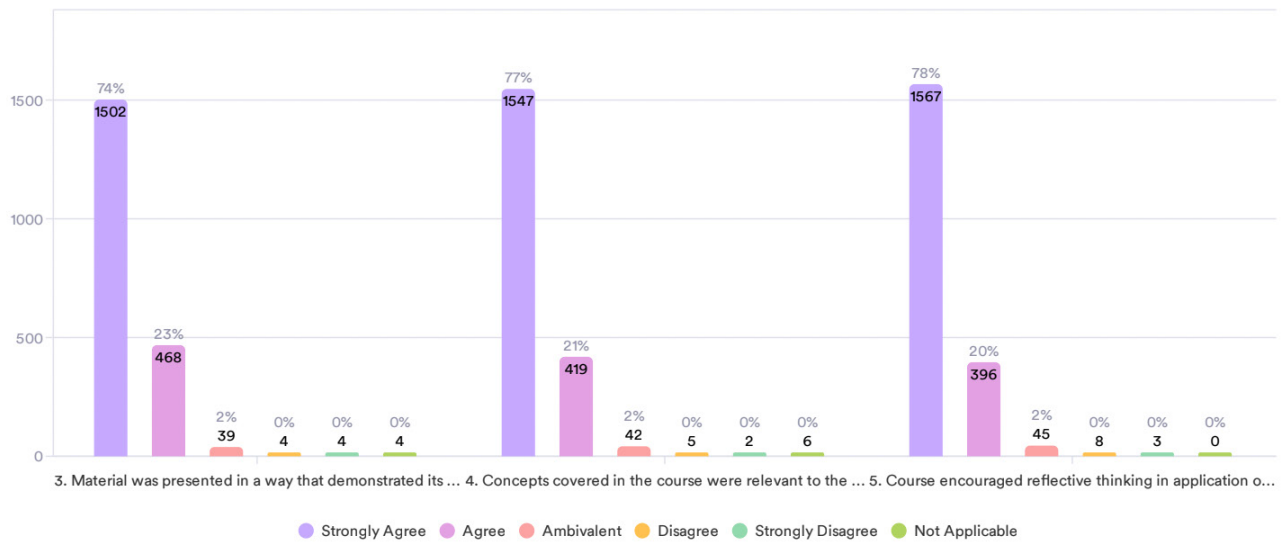
Curriculum

2054 Responses- 2 Empty



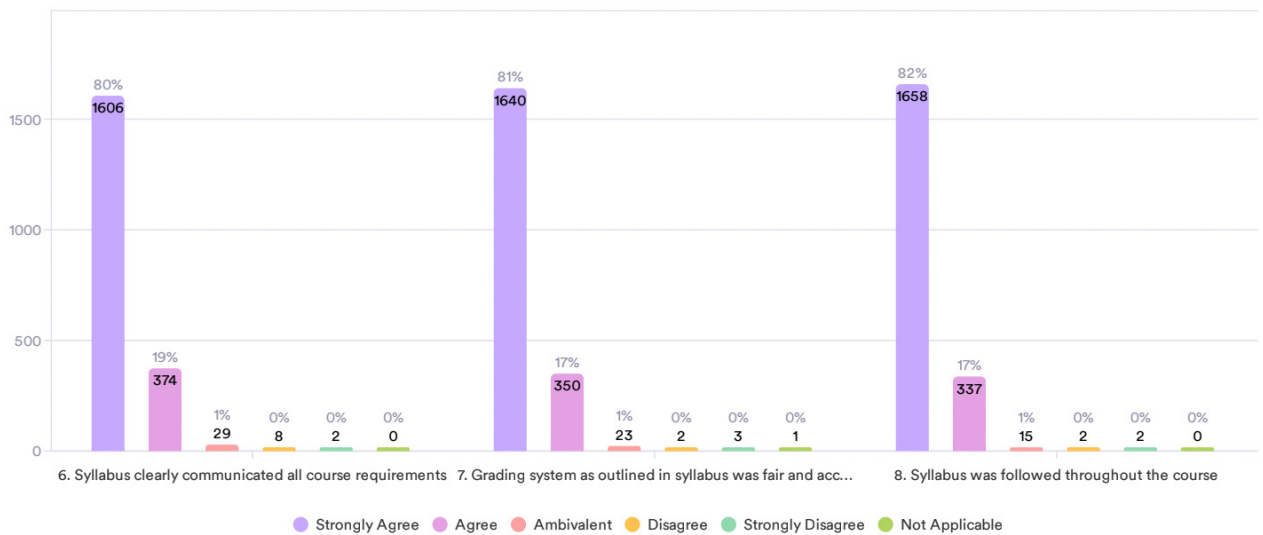
Ministerial Relevance

2021 Responses- 35 Empty



Syllabus

2019 Responses- 37 Empty



Appendix B - Sample Exit Interview



COVENANT BAPTIST
THEOLOGICAL SEMINARY
— + —
INFORMED SCHOLARSHIP • PASTORAL HEART

Graduating Student's Exit Interview

Instructions: Give exit interview form to graduating student or graduate prior to interview, schedule an exit interview, student returns form at or prior to scheduled interview, administrator makes copy and walks through it in the exit interview.

Student's Name: [REDACTED] Date: **January 4, 2021**

Interviewer: _____

Years Attended: **2014-2020 (Sept 2017-Sept 2018 in between degrees)**

Degree Received: **MAPS & MATS** Graduation Date: **9/2017 & 6/2020**

Total time to complete Degree: **MAPS – 3.5 years /// MATS – less than 2 years**

General Questions for the Graduate

Are you in full-time ministry/bi-vocational? Yes No

Generally, speaking, briefly discuss and summarize your experience at CBTS.

It was a fantastic experience for many reasons. When I first began to figure out where to attend seminary, I was considering a few places that would require me to uproot my family and move. At the time, I had two young children and a stay at home wife and I was blessed with a great job. I was also heavily serving in my church with many responsibilities. Moving would change all of that. Thankfully, I learned about the Midwest Center for Theological Studies and found it to be the best fit. Moving forward, I began to walk through incredible difficulties and trials at my home church, ultimately resulting in me having to move my family to another local church. Dr. Waldon was more than a professor, he was a shepherd and cared for me as he gave me wise counsel. Moving forward when I was brought into full time ministry, I moved my family to South Florida and found that I couldn't keep up with my studies while adjusting to the new move, church, and responsibilities. It was here where I began to greatly appreciate the your own pace model as I was able to set my studies aside for a few months and then pick back up where I left off. There are many additional reasons for my great experience at this institution that come to mind. I praise God for CBTS.

What attracted you to CBTS in the first place?

At first it was the ability to take classes at my own pace and the cheap tuition. What attracts me now, being a pastor and training other brothers for the work of the ministry, is that I don't have to send off good men to be theologically trained. Rather, they can be trained online and be practically trained with me through the church partnership. This is how seminary should be; a strong partnership with the church.



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What aspects and unique qualities of CBTS motivated you to remain a student and complete your education?

The professors aren't just professors, they are pastors. This was an encouragement to me as I could hear their thoughts and experiences as they were teaching the various different subjects.

Explain how your education and experience with CBTS has prepared you for present and future ministry.

Theologically, I am sharp enough to lead a congregation. Practically, I gained experience to see and understand how a pastor operates.

Has CBTS's educational format and course facilitation methods been helpful providing an education for you?

Yes. As mentioned earlier, the own pace format has greatly benefited me in many different areas and seasons.

Would you recommend CBTS? If no, please explain. Yes No



COVENANT BAPTIST
THEOLOGICAL SEMINARY
— + —
INFORMED SCHOLARSHIP • PASTORAL HEART

Positive Aspects and Areas for Enhancement

Please List the top 3 positive aspects of your educational experience with CBTS:

Positive Aspect 1: Professors are pastors

Explanation: The men who taught are men who are not purely about academics but (in addition to academics) also desire to care for those who they are teaching.

Positive Aspect 2: Own pace model

Explanation: I can take classes as fast or as slow as I need them to be.

Positive Aspect 3: Church partnership

Explanation: I don't have to uproot my family and find another church to build trust with leadership before I can begin serving and being trained. I stay at my church where trust and rapport exist, and I continue being trained there.

Please list the top 3 areas in which your educational experience could have been enhanced?

Improvement Aspect 1: Lack of student involvement

Explanation: In many ways, this is being improved with the quarterly question and answers as well as having students be required to attend an on campus class.

Unfortunately, I was able to opt out of these requirements due to my time in the seminary and the amount of classes completed.

Improvement Aspect 2: Language classes

Explanation: Though all I took was two semesters of Greek, for a while I was anticipating taking both languages. I was incredibly fearful to take both Hebrew and Greek in one semester as the overlap happens that way. I believe a great enhancement is dedicating one professor to one language and having another professor do the opposite language.

Do you have any recommendations for improving the educational process for future students?

Nothing in addition to what I have mentioned above.

Appendix C - Annual Academic Committee Report

AC Report for CBTS Annual Board Meeting

July 31 – August 1, 2023

Academic Committee (AC) Report

Members: Blake Cassell, Tom Hicks, Jon English Lee, John Miller, Rex Semrad, Sam Waldron

Since our last annual board meeting, the full committee met 6 times and the subcommittee met 3 times.

1. Reviewing Transcripts (Transfer Credits) & Answering Academic Inquiries

- The AC handled transfer credit requests for 25 students and 16 potential students. (For reference, last year it was 27 students and 12 potential students)
- The AC responded to academic inquiries from 6 current students.

2. Overseeing the Accreditation Process (with the Accreditation Taskforce)

On October 27, 2022 Kyle Kearbey once again led the annual institutional effectiveness meeting with the President, Staff, and Chairman of the Board. The following topics were discussed:

- CBTS 5-year Reaffirmation Self-study and Site-visit 2024.
- CBTS Annual Report.
- Walk through 11 ARTS standards summaries.
- Review of the CBTS Mission.
- Revisions & Updates for Improvement to CBTS.
- Challenges and Opportunities for the Future.

3. Overseeing and Updating the Academic Programs

The committee has continued to oversee the academic programs of the MAPS, MARBS, MATS (including the Counseling Emphasis added last year), and MDIV. We have also added the new ThM program which begins this September. One cross-program update that has been made regards changing the timeframe for a 2-credit class to 4-months with a possible 90-day extension, to encourage students to complete courses in a timely manner. Three other helpful updates include:

- Gaining Continuing Education credit recognitions from ASCI for our courses
- Developing an MOU with MBTS concerning their acceptance of CBTS credit (almost completed)

4. Overseeing & Approving the Live Course Schedules for each Academic Year

For Academic Year 2021-2022, CBTS followed the Live Course Schedule as presented at last year's Annual Board Meeting. The only change is our 2023 Labor Day module, which will be ST43 Polemics. During the school year, CBTS hosted faculty forums as well.

For 2023-2024 Live Course Schedule, see appropriate pages in the Board Meeting Manual.

5. Overseeing the Academic Quality of the Education Offered

The AC met with the following adjunct and regular faculty *before* they taught their live courses to discuss their plan for lectures and course requirements: Richard Barcellos, Lane Tipton, Fred Malone, Ryan Davidson, and Sam Waldron

The work of the Academic Dean meeting with professors *after* they teach for their Faculty Review has been delayed but will resume soon.

On March 9, 2023, the committee reviewed student course evaluations from the Fall 2021 and Spring 2022 semesters. Then on April 12, 2023, the committee reviewed student course evaluations from the Fall 2022 semester.

The seminary plans to host and record a workshop for graders led by Dr. Chris Holmes to train our graders and ensure consistent high-quality grading.

6. Potential Future Recommendations concerning our Academic Programs

- The committee is exploring the possibility of a partnership with Cruciform Bible Church in Indianapolis, IN, which has a local program to train men for the ministry.
- There is need to consider and pray for future faculty needs.
- The plans for starting a Theological Journal are moving forward, though there is need for an overall editor.
- There is potential need for a part-time staff position for our ThM program and other related academic work.



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