



Comprehensive Assessment Plan

2026

"They read from the book of the Law of God, making it clear and giving the meaning so that the people could understand what was being read."

Nehemiah 8:8

The most recent version of this document is available for viewing and printing on the TBS website under “About – TBS Documents.”

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The Bible Seminary

Comprehensive Assessment Plan

2026

“Test everything; hold on to what is good.”
I Thessalonians 5:21

This Comprehensive Assessment Plan (CAP) outlines the processes for assessing progress toward achieving the mission of The Bible Seminary (TBS). The plan is designed to help demonstrate and improve educational effectiveness by providing descriptions of assessment in both academic and non-academic areas.

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Introduction



LIFE • LEADERSHIP • LEGACY

The Bible Seminary (TBS) is an independent, non-denominational Christian 501(c)(3) charitable institution of higher education incorporated in Texas in 2010 to offer training for laity and vocational ministry professionals. On-campus and Distance Education programs include Master of Divinity, Master of Arts, and Dual Degree Completion programs and non-degree Certificate of Theological Studies, seminars, and study tours.

The seminary is an accredited member of the Transnational Association of Christian Colleges and Schools (TRACS), a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) approved to offer Distance Education, a member of the Council for Higher Education Accreditation (CHEA), an approved CEU provider for the Association of Christian Schools International (ACSI), and an accredited member of the Evangelical Council for Financial Accountability (ECFA).

TBS aims to glorify God by impacting multitudes of souls for Christ and to help fulfill the Great Commission by the power of God's Spirit. Our mission is to foster biblical literacy through comprehensive and strategic studies of all 66 books of the Bible, cultivate professional leadership skills for life and ministry, and deploy Christian disciples in service worldwide. Faculty integrate studies of the Bible with historical, theological, and practical disciplines and engage in experiential education through classroom instruction, study tours, hands-on ministry training, and community-based training with ministry professionals.

Leadership includes Dr. K. Lynn Lewis, President; Dr. Scott Stripling, Provost and Vice-President of Donor Relations; Dr. Craig Evans, Distinguished Research Professor; and Dr. Israel Steinmetz, Academic Dean and Associate Professor; staff; numerous adjunct faculty members, ministry professionals, and mentors who serve as part of the teaching team; and a Board of Trustees.

Accreditation



The Bible Seminary is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Reaffirmation of Accreditation (I) as a Category III institution by the TRACS Accreditation Commission on April 28, 2025. This status is effective as of July 1, 2025, and is good through June 30, 2035. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). For more information, visit [TRACS.org](https://www.tracs.org).

TBS is an Accredited member of the Evangelical Council for Financial Accountability (ECFA). Based on the ECFA Seven Standards of Responsible Stewardship™, including financial accountability, transparency, sound board governance and ethical fundraising, ECFA accredits leading Christian nonprofit organizations that faithfully demonstrate compliance with the ECFA Standards pertaining to financial accountability, fundraising, and board governance. For more information, visit [ECFA.org](https://www.ecfa.org) or call 1-800-323-9473.



TBS participates in the State Authorization Reciprocity Agreements (SARA), a private nonprofit organization 501(c)(3) that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. For more information, visit [NC-SARA.org](https://www.nc-sara.org).



Also see:

- [Council for Higher Education Database of Accredited Institutions](#)
- [U.S. Department of Education Database of Accredited Institutions](#)

Covenantal Documents

The Bible Seminary requires all administration and staff, Board members, faculty, and certificate and degree students to read and indicate agreement with these covenantal documents that define the ideological, relational, and theological parameters of the seminary community. Generally, everyone signs these documents annually in conjunction with their employment, enrollment or re-enrollment, and service contracts.

Vision, Mission, and Key Verse

Vision: The Bible Seminary (TBS) exists to glorify God by impacting multitudes of souls for Christ and to help fulfill the Great Commission by the power of God's Spirit.

Mission: Our mission is to foster biblical literacy through studies of all 66 books of the Bible, cultivate professional and lay leadership skills, and deploy trained Christian disciples in service worldwide.

Key Verse: "They read from the book of the Law of God, making it clear and giving the meanings so that the people could understand what was being read." – Nehemiah 8:8

Core Values

Lordship – Because He is Lord (Philippians 2:11), we will continually ask Jesus Christ to sit on the throne of the seminary and on the throne of the lives of its faculty, administrators, and students for the glory of God (1 Corinthians 10:31).

Bible – Because the Bible is the fully true Word of God (2 Timothy 3:16), we will offer and require the study of all 66 books of the Bible before graduation with a degree. We will seek to creatively integrate classical theological disciplines and ministry training by studying books of the Bible (e. g. Church History will begin with the Book of Acts and keep going; Pastoral Leadership will come through the study of the Pastoral Epistles; Systematic Theology will flow out of the study of the Pauline Epistles).

Prayer – Because apart from Him we can do nothing (John 15:5), we will continually seek to plug into the Vine Jesus Christ through yielding to Him in prayer. We will offer a unique emphasis on prayer, integrated with the curriculum, in classroom settings, meetings, and continual prayer opportunities in the life of the seminary.

Unreached Peoples – Because the return of Christ awaits the evangelization of all people groups (Matthew 24:14) we will keep our eyes on the unreached peoples of the world and train our students to have a heart for the fulfillment of the Great Commission (Matthew 28:18-20) by seeking to reach millions of souls for Jesus Christ.

Local Church – Because the church universal (the body of Christ) is God's plan (Matthew 16:18), comprised of local churches (Acts 20:28; Romans 16:3-5; Acts 5:42), we will have a symbiotic relationship of service, training and education with local churches and parachurch ministries.

Community – Because we were created for community (Genesis 1:26; Hebrews 10:24-25), we will seek to build a unique fellowship where we continually grow together in relationship and as followers of Christ, seeking to live as examples of biblical community, where authenticity and accountability are practiced, and where integrity is modeled and taught (Romans 12:4-5; Acts 2:42-47; 4:32-35).

Compassion – Because God has a huge heart for the poor and overlooked (Matthew 25:31-46), we will strive to motivate, equip, and train students to minister to "the least of these" as a lifestyle.

Institutional Objectives

The Bible Seminary strives to provide faculty, staff, and support services that do the following:

- Promote belief in Jesus Christ as **LORD** and the centrality of discipleship by offering Christ-centered educational programs and courses.
- Promote all 66 books of the **BIBLE** as the fully true Word of God by integrating the study of these biblical books into studies of classical theological disciplines and ministry training.
- Promote the vital priority of **PRAYER** by modeling and teaching prayer in classes, events, meetings, publications, and retreats.
- Promote awareness of and compassion for **UNREACHED PEOPLES** of the world by offering education in missions and engagement in cross-cultural endeavors.
- Promote experiential training by integrating **LOCAL CHURCH** and parachurch ministry leaders, site visits, and service opportunities into educational experiences.
- Promote authenticity, accountability, and integrity through genuine communication, collaborative learning, and ethical relationships in an academic faith **COMMUNITY**.
- Promote **COMPASSION** by providing education and cooperative experiences in ministering to the poor, overlooked, and underprivileged.

Progress in achieving each institutional objective is measured with Likert Scale assessments completed by students prior to beginning and upon completion of curriculum.

Institutional Outcomes

- The student will demonstrate mastery of all 66 biblical books by completing a summative Capstone project (CAP 590) as the culmination of his or her program prior to graduating with a degree.
- The student will demonstrate learning proficiency, progression in study skills, and academic achievement through successfully passing course exams, improving scores between pre-course and post-course assessments, research reports, written papers, and class presentations.
- The student will demonstrate evidence of core ministry skills in basic and advanced hermeneutics, pastoral leadership, preaching and teaching, biblically-based counseling, and cultivation of personal and group spiritual formation by successfully passing course exams, improving scores between pre-course and post-course assessments, and submitting high quality research reports, written papers, class presentations, and ministry service reports.
- The student will demonstrate exegetical comprehension and applied learning from the study of biblical cultures, languages, history and theology through successful engagement in course assignments and ministry activities within the seminary educational community and beyond, and by successfully passing course exams, improving scores between pre-course and post-course assessments, and submitting high quality research reports, written papers, and class presentations.

Doctrinal Statement

- **We believe in the inspiration and authority of Scripture** – The Bible is the only inspired Word of God, fully true, and our sole authority for all that we believe and do (2 Timothy 3:16-17; 2 Peter 1:20-21; Matthew 5:18). We hold to the inerrancy of Scripture, as outlined in the [“Chicago Statement on Biblical Inerrancy.”](#)
- **We believe in one God** – There is only one true God who exists eternally in three Persons: God the Father, God the Son, and God the Holy Spirit (Genesis 1:26; Deuteronomy 6:4; Matthew 28:19; John 14:9; Acts 5:3-4,9; 2 Corinthians 3:17; 13:14; Hebrews 1:1-3, 1 John 5:7).
- **We believe in the deity and humanity of Christ** – Jesus Christ is Lord, being fully God and yet fully Man, born of a virgin, as affirmed in the Nicene, and Apostles’ Creeds (Matthew 1:18-23; Luke 1:26-38; John 1:1-2,14; Philippians 2:5-8; Colossians 1:13-20; Hebrews 1:8).
- **We believe in substitutionary atonement** – Jesus Christ died on the cross as our substitute – taking upon Himself the penalty of the sins of fallen humans (John 1:29; Romans 3:25-26; 5:8, 12-19; Galatians 3:13; 2 Corinthians 5:21; 1 Peter 3:18).
- **We believe in the resurrection of Christ** – Jesus rose from the dead in a bodily resurrection defeating sin and death (Romans 6:4-9; 10:9; 1 Corinthians 15:3-6).
- **We believe in salvation by grace through faith alone** – A person is saved from eternal separation from God as a free gift when that person places their faith in Jesus Christ who is the only way to the Father (John 1:12; 3:16; 5:24; 14:6; Acts 4:12; Romans 1:16-17; Ephesians 2:8-9; Revelation 21:27).
- **We believe in the Second Coming of Jesus Christ** – Jesus Christ will come again to judge the living and the dead (Matthew 24-25; Acts 1:9-11; 1 Thessalonians 4:13-18; Revelation 19-21).
- **We believe in heaven and hell** – Believers in Jesus Christ will be resurrected to everlasting blessedness and joy in eternal fellowship with God (1 Corinthians 15:35-57; 2 Corinthians 5:1-9; Philippians 3:20-21; 1 Thessalonians 4:13-17; Revelation 21:1-7; 22:1-5). Unbelievers will be resurrected to conscious separation from God and eternal punishment (Matthew 25:41,46; Mark 9:43-48; 2 Thessalonians 1:7-9; Revelation 14:9-11; 20:10-15; 21:8).

WHERE WE STAND ON SOME CONTROVERSIAL SOCIAL ISSUES

We acknowledge that the following social issues generate much pain and division in some churches, and we do not approach these issues lightly or glibly. But we also acknowledge that at the heart, these are authority of Scripture issues. We believe the Bible is clear about the following:

- **Abortion** – We believe human life inside a mother’s womb begins at conception and that at conception, a real human being is created in the image of God (Psalm 139:13-16; Jeremiah 1:4-5; Luke 1:39-45) and, therefore, that abortion is murder and wrong/sin (Exodus 20:13). We believe God offers full forgiveness to an abortive mother/father who has turned to Jesus Christ (Colossians 2:13-15; Ephesians 1:7).
- **Celibacy, Marriage, and Sexuality** – We believe God created humans in His image, intentionally and immutably male and female, each bringing unique and complementary qualities to sexuality and relationships (e.g., Genesis 1:27; 2:18, 21-24; Matthew 19:4-5; Ephesians 5:22-33). Celibacy, marriage, and sexuality in general are gifts from God to be expressed: (1) within specific boundaries He designed for our safety and pleasure, and (2) within the confines of His purposes, which include gratefully honoring the Lord with our bodies and minds (e.g., Proverbs 6:20-7:27; Romans 12:1-2; 1 Corinthians 6:19-20; 7:19-20; Ephesians 4:17-5:21).

We believe God ordained marriage to be a lifelong union between one man and one woman (e.g., Genesis 2:18, 21-24; Matthew 19:4-9, Mark 10:5-9, Ephesians 5:31). God's design for sexual acts is within marriage for the purpose of moral human procreation and the unique pleasurable intimacy (one flesh) intended for husbands and wives (e.g., Genesis 1:27-28; 9:1; 35:11; Psalm 127:3; Proverbs 5:18-19; Song of Solomon 7:6-13; 1 Corinthians 7:5). Sexual acts outside God-instituted boundaries are sinful and defy God's natural order, plans, and purposes (e.g., Exodus 20:14; Leviticus 18:7-23; 20:10-21; Matthew 5:27-28; 15:19; 1 Corinthians 6:9-13; Galatians 5:19; Colossians 3:5; 1 Thessalonians 4:2-8; 1 Timothy 1:8-11; Jude 7, cf. Genesis 19). We do not believe in ordaining self-avowed practitioners of such sexual sin and do not believe in the validity of ceremonies that celebrate same-sex unions (e.g., Leviticus 18:22; 20:13; Romans 1:18-32; Hebrews 13:4).

- **Ministry Leadership** – We believe persons engaged in willful, ongoing sinful practice(s) should not serve in ministry leadership (Romans 1:18-32; I Corinthians 5:1-13 and 6:9-20; I Thessalonians 4:1-8; I Timothy 3:1-13; Titus 1:5-9), and those already serving in ministry leadership who engage in ongoing sinful behavior(s) should be disciplined and removed from ministry leadership (I Samuel 15: Matthew 18:15-18). We believe true repentance is an essential first step in the sanctification process necessary towards restoration of ministry leadership (I Corinthians 6:9-11; I Thessalonians 4:1-8). Therefore, anyone considering ministry leadership via a path that includes seeking a degree from and/or working for The Bible Seminary should evidence public and private freedom from sinful behavior(s) over time (Matthew 3:8; Acts 26:20; James 2:14-26), since ministry leadership is incorporated into official positions and roles at The Bible Seminary, including administration, board, faculty, staff, volunteers and students.”

Ethos Statement

It is a high honor and privilege to represent God to people by training for and serving in ministry. When people see someone “in the ministry,” they see that person as representing Christ’s church. It is for this reason that the Bible outlines in 1 Timothy 3 some of the expectations and qualifications of a leader in the church. It is very important for each member of the seminary community (no matter what their position) to seek to live up to these standards (with God’s help and empowerment). Thus, we ask each member of the seminary community to covenant to lead a life that is “above reproach” as defined by the following Ethos Statement. The heart of this document is healthy community full of grace and truth (John 1:17).

As a member of the seminary community, I agree, with God’s help and empowerment, to live by the following ideals to the best of my ability:

1. I will seek to walk with God through a personal relationship with Jesus Christ (Genesis 5:22; John 17:3; Mark 12:29-31; Ephesians 2:8-9).
2. I will seek to have no other gods than Jesus Christ (Exodus 20:3-6; 1 Peter 3:15). I will seek to keep myself from idolatry (1 John 5:21) by not making idols out of money, sex, power, people, material things, school, or ministry success.
3. I will work as “unto the Lord” (Colossians 3:23-24). I will give God my best in my family, in my job performance, and in my training for ministry.
4. I will refrain from sexual immorality (1 Thessalonians 4:3-5). If I am married, I will be faithful to my spouse (Exodus 20:14). If I am single, I will remain celibate in my singleness. I will not engage in homosexual practice (1 Corinthians 6:9-11).
5. I will refrain from drunkenness or the use of illegal drugs (Ephesians 5:18). I will not allow a substance to control me, rather I will seek to be controlled by God. If I choose to “drink socially,” I will do so in a way that does not cause other people to stumble (1 Corinthians 8).
6. I will practice biblical conflict resolution. If someone hurts or offends me, I will go to that person and speak the truth in love (Ephesians 4:15,25) and forgive them (Ephesians 4:32). If this does not resolve the issue, I will then involve a second person as prescribed in Matthew 18:15-17. I will not slander another person by talking negatively about him/her (Ephesians 4:31). I will seek to build others up with my words (Ephesians 4:29). If I cannot bring resolution through these steps, I will seek counsel.
7. I will be respectful of those in authority over me and submit to their leadership (Hebrews 13:17) unless they were to call me to do something contrary to Scripture (Acts 5:27-29). I will seek humbleness in my life (1 Peter 5:5-6).

The purpose of this Ethos Statement is to maintain order (1 Corinthians 14:40) and to uphold integrity, respect, honor, and character (2 Timothy 2:20-22). There is plenty of grace in this community for mistakes (James 5:16), whereas there is not room in this community for blatant and unrepentant rebellion (1 Corinthians 5). I agree to do my best to live by this Ethos Statement with God’s help and power through Jesus Christ and for His glory.

Academic Freedom Statement

The Bible Seminary (TBS) provides academic instruction and vocational training for Christian ministers to perform as pastors, counselors, missionaries, church planters, and leaders. Supporting this mission are the seven adopted Core Values of TBS and basic Christian convictions stated in the TBS Covenantal Documents and the Faculty Handbook.

Diversity of education and religious viewpoint is available to society through the plurality of global academic institutions. At TBS, we invite the richness of interpretation and study of the Bible as we seek its deepest meaning and truth. TBS is to be distinguished as an academic institution that shares a basic set of Core Values among its students, faculty, administrators, and Board of Trustees. Instruction, research, and academic investigation are to uphold and respect the positions provided in the Core Values, the Ethos and Doctrinal Statements, and the Faculty Handbook. For example, the following statement from the TBS Faculty Handbook summarizes one of our institutional doctrinal positions that we expect all TBS faculty to uphold:

Creationism versus Evolution

God created the heavens and the earth (Genesis 1:1); God set the land to produce seed-bearing plants and trees (Genesis 1:11-12); God created all living things in the sea and on land, and the birds of the sky (Genesis 1:20-25); and God created man, male and female (Genesis 1:26-27). Scientific observations make obvious that God's creation is uniquely enabled by God to adapt to its environment, making subtle changes over time to survive and thrive in the world – a process often described as “micro-evolution.” Humans have also adapted and diversified, as indicated by the many races, peoples, and societies that have developed through the ages. However, this ability to adapt is not a substitution for the absolute truth that God created humans in His image (Genesis 1:27), breathed life into man (Genesis 2:7), and, after the discovery of sin by the first humans, Adam and Eve, God dispatched mankind to the less-than-perfect circumstances in which we live life today (Genesis 3:14-24). Therefore, while we acknowledge the phenomena of micro-evolution, we reject the macro-evolutionary theory of how plants, animals, and humans came to exist. Rather, we embrace the biblical view of creation that God created the heavens and the earth and all that is within it, including humans. We are open to either a young earth view of creation (where “yowm” = 24-hour period) or an old earth view of creation (where “yowm” = an age).

In general, Academic freedom means individuals have rights to engage in intellectual debate, research, and speech, through written or electronic correspondence, on and off campus, without fear of censorship, retaliation, or sanction. This freedom encompasses rights to maintain academic standards and gives faculty members reasonable latitude in deciding how to teach assigned courses; encourages intellectual integrity; sustains pedagogical approaches consistent with disciplines taught; and informs evaluations of student work, all exercised within the shared boundaries defined by the TBS Covenantal Documents.

Academic freedom does not involve expressions that substantially impair the rights of others or the imposition of political, religious, or philosophical beliefs on individuals of the TBS community. Academic Freedom does not provide protection of faculty who demonstrate professional ignorance, incompetence, or dishonesty with regard to their assigned discipline or fields of expertise, or who engage in arbitrary or capricious evaluation of students.

All members of the TBS community have a right to due process. Anyone alleging or responding to a potential breach of academic freedom should follow the TBS Grievance Policy.

Nondiscriminatory Policy

The Bible Seminary admits students of any race, sex, color, disability, age, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the Seminary. It does not discriminate on the basis of race, sex, color, disability, age, or national or ethnic origin in the administration of its hiring policies, educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

Philosophy of Education

We believe the Bible, written by many authors and inspired by one Spirit, is the best training manual for ministry.

We believe that engaging in ministry, analyzing ministry, and studying ministry – in association with called, life-giving, seasoned and Spirit-filled professionals – is an effective educational model.

We believe a balanced, Bible-based, Christ-centered, mission-focused educational approach includes a comprehensive curriculum that integrates studying all 66 biblical books along with studying standard historical, theological, and practical disciplines critical to developing professional skills for 21st century ministry.

We believe that challenging and nurturing students, getting them into the Word of God, and helping them think biblically while listening to the Holy Spirit, involves a unique combination of professional ministry training, cutting-edge tools, and extraordinary experiences.

We believe that interactive personal engagement over time, among groups of individuals with a common set of core values and doctrines and ethical standards, and with diverse backgrounds and experiences, can offer an exciting, family-friendly, practical, rich, and unparalleled learning environment.

We believe that a journey of theological education should accomplish the following:

- Glorify the Lord
- Be rooted in His Word
- Nurture an intimate, faithful, trusting relationship with the Father, Son, and Holy Spirit
- Cultivate a contextual and more profound understanding of God and creation, scripture and the world, heaven and earth, culture and history, time and eternity, and things seen and unseen
- Equip students with relevant experiences, knowledge, relationships, training, and tools for a lifetime of ministry leadership
- Lead to a passionate commitment to love and serve the Lord and others with all that students are and have, in perpetuity.

Facts

Incorporation and Licensing

- Independent and non-denominational
- Registered Domestic Non-Profit Corporation in the state of Texas (Feb 2010)
- Registered IRS 501(c)(3) Charitable Institution of Higher Education (Aug 2010)
- Exemption by Texas Workforce Commission (Mar 2011, Oct 2018, Aug 2020)
- Exemption by Texas Higher Education Coordinating Board (May 2011)
- Affiliate Member of the Association for Biblical Higher Education (2012-21)
- Approved CEU provider by the Association of Christian Schools International (Oct 2015)
- Approved by the Transnational Association of Christian Colleges and Schools (TRACS) for Applicant status (Jan 2018), Candidate status (Apr 2019), Accredited status (Oct 2020), Reaffirmation status (Apr 2025 - 2035), and to offer Distance Education (Apr 2021)
- Approved accredited member of ECFA (Sep 2019)
- Approved member of the National Council for State Authorization Reciprocity Agreements (Dec 2021, Aug 2023, Aug 2024, Aug 2025, Aug 2026)

Founders

- James E. Leggett, *Founding President* (2010-13)
- Paul Helbig, *Bible Institute Co-founder and Lead Faculty* (2008-16)
- Dan Dunham, *Founding Provost (2008-10) and Board of Trustees Chair* (2010-13)
- Grace Fellowship Church, *Seed funding for launch* (2010-11)

Executive Officers

- *President and CEO*, K. Lynn Lewis (2014-present), Executive Vice-President/Provost (2011-13)
- *Provost and CAO*, Scott Stripling (2017-present)
- *Business Manager and CFO*, Yamile Soto (2025-present)
- *Board of Trustees*, Adam Peters (Chair) with 7 total members

Programs

- *Master of Divinity* (84-credit hours)
- *Master of Arts* (four majors, 48 to 60-credit hours)
- *Dual Degree Completion (Bachelor of Arts in Christian Ministry* in conjunction with a TBS MA or MDiv)
- *Certificate of Theological Studies* (27-credit hours)

Faculty

- Two full-time administrators who also teach
- Two full-time faculty members and 15+ adjunct professors and teaching assistants
- 50+ professionals who serve as mentors and visiting teachers

Unique Features

- All programs cover all 66 books of the Bible
- Comprehensive, relevant education and training for 21st century leadership
- Local mentoring and training opportunities throughout the graduate degree programs
- Educational experiences in classrooms, on-site visits to regional locations and international locations, especially in Israel

Special Program Elements

- Distinctively clear core values, doctrine, and ethos statements
- Holy Land Study tours and archaeological excavation opportunities
- Technological study and resource tools
- Multiple experiential learning opportunities
- Strong commitment to helping students graduate with ZERO (\$0) seminary debt

History

The Bible Seminary's passion for vibrant Bible-based, Christ-centered, mission-focused leadership training began with Dr. James E. Leggett, founder and senior pastor of Grace Fellowship Church in Katy, Texas. Under the leadership of Teaching Pastor, Paul Helbig, the church established a Bible Institute in 2008 teaching all 66 books of the Bible. A team led by future Board Chair, Dan Dunham, and Vice-President of Finance and Administration, Rick McCalip, helped incorporate The Bible Seminary (TBS) in 2010 as an independent, non-denominational, charitable 501(c)(3), educational institution of higher education. The Board named Dr. Leggett as volunteer President and Grace Fellowship raised \$1,100,000 from 260 donors to help launch the seminary.

In 2011, the Board hired Dr. K. Lynn Lewis as full-time Executive Vice-President and Provost; received exemptions for its Master of Divinity program by the Texas Workforce Commission and Texas Higher Education Coordinating Board; transferred the Bible Institute from Grace Fellowship to TBS; and graduated the first 12 students from the Bible Certificate program in December 2011.

In 2012, TBS received approval for Affiliate status with the Association for Biblical Higher Education (ABHE). The graduate program launched on September 4, 2012 with 12 inaugural students. In 2014, Dr. Leggett resigned as volunteer President, the Board named Dr. Lewis as President, and TBS hired a full-time Provost.

In 2015, TBS established a Master of Arts program, a Dual Degree Completion program, a Licensed Professional program (now Certificate of Theological Studies) consisting of core graduate courses, awarded its first graduate degrees (seven Master of Divinity and one Master of Arts), launched a Spanish Bible Certificate program, and received approval from the Association of Christian Schools International (ACSI) to provide continuing education.

In 2016, TBS began offering courses in regional locations. In 2017, the seminary hired Dr. Scott Stripling as Provost and Dr. Douglas Petrovich as full-time faculty member, revised the Bible Certificate program, and received recognition by the *Knowledge Review* as one of the 10 Most Preferred Divinity Schools for Religious Studies 2017. In 2018, TBS added four new Master of Arts programs, reduced Master of Divinity credit hours from 96 to 84, revised the Licensed Professional program, received approvals of exemption from the Texas Workforce Commission, and added new remote instructional locations.

In 2019, TBS hired Dr. J. Paul Nyquist as Dean of Graduate Programs and became an accredited member of the Evangelical Council for Financial Accountability (ECFA). In 2020, TBS named Dr. Doug Petrovich Dean of Graduate Programs and Mrs. Carousel Pieterse Director of the Bible Certificate Program, renamed the "Licensed Professional" program the "Vocational Ministry" certificate program, and earned Accredited Status with the Transnational Association of Christian Colleges and Schools (TRACS). In 2021, TBS received approval from TRACS to offer Distance Education and became a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA).

In 2022, TBS added four Master of Arts concentrations (since placed in abeyance), formed a publishing division (Nehemiah Press), opened the 3J Archaeological Museum, hired Dr. Israel Steinmetz as Graduate Dean, and expanded Dr. Scott Stripling's role to include Vice-President of Donor Relations.

In 2023, TBS transformed the non-degree Bible Certificate and Vocational Ministry Certificate programs into the non-degree Certificate of Theological Studies program. In partnership with the Grace and Mercy Foundation, TBS launched Public Reading of Scripture (PRS) weekly on Mondays from Noon to 1 PM on campus (with a free meal) and online.

In 2025, TBS hired Dr. Craig A. Evans as Distinguished Research Professor and Director of Master of Arts in Biblical History and Archaeology (MABHA) and Master of Arts in Biblical Languages and Culture (MABLC) Graduate Programs.

Assessment Plan Overview

Introduction

TBS assesses activities, goals, objectives, outcomes, and standards as they relate to the overall mission of the institution. Assessment data, documents, and records help identify achievements and opportunities for improvement, and to help chronicle evidence of achievements and improvements based on analysis of results over time.

Assessment weaves continually throughout TBS life and culture. Recurring loops include identifying possible actions, developing plans, implementing then evaluating them, then identifying possible changes based on feedback, redeveloping plans, implementing then evaluating them. This document captures the current iteration and is intended to benefit administration, faculty, students, and alumni – and constituents impacted across our collective ministries – by serving as a map for assessment and a tool for quality control and continual improvement toward best educational practices.

TBS assessments range from course to program to institution-level and include people, projects, and tasks at all levels within TBS. However, the larger goal is that what TBS does and how TBS accomplishes it contributes to Kingdom advances in the temporal and eternal lives of others.

Approach

TBS approaches to the general task of assessment includes the following guidelines:

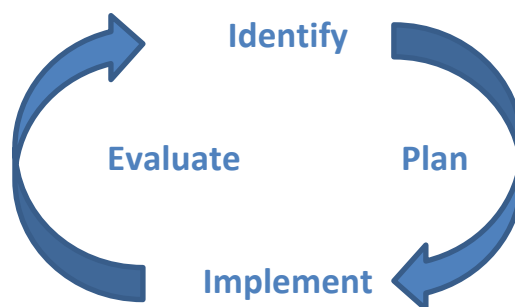
- *Define and Determine* – Make sure the words and phrases are clearly articulated and understood and confirm decisions to assure mutual understanding and agreement among involved team leaders and members.
- *Logical and Simple* – Implement assessment policies and tools in ways that make practical sense.
- *Useful* – Routinely and regularly seek to employ collected and evaluated data to improve instruction and close the loop on any deficiencies.

Management and Review

This CAP summarizes TBS assessments activities. Initially drafted and approved by the Board of Trustees in 2014, this plan is a working document updated regularly in conjunction with the life and growth of the seminary. The plan is managed by the TBS President with contributions from staff and other team members, reviewed regularly and comprehensively, and approved by the Board.

Implementation occurs throughout the various program areas of TBS, each of which maintains individual documentation reflecting assessment goals, outcomes, and evaluations relative to corresponding strategic initiatives. Records are documented in Board meeting minutes, annual reports, and other seminary publications, as well as in individual area and project reports. This plan is available in print and digital formats and is posted in our student management system, Populi.

Process



TBS Assessment Process Loop

Schedule Summary

Area	Description	Leader	Timeline
<i>I. Overall</i>			
A. Assessment Plan	1. Administrative Review	President	Fall/Winter
	2. Board Review and Approval	Board Chair	Winter
<i>II. Academic Assessment</i>			
A. Academic and Student Learning	1. Academic Calendar	Provost	Jul and Jan
	2. Semester Review	Registrar	Post-semester
	3. Curriculum	Provost	Annually
	4. Courses	Provost	Pre/In/Post-sem.
	5. Majors and Programs	Provost	Every 5 years
	6. Institutional	President	Intermittent
	7. Faculty	Provost	Post-semester
	8. Students	Provost/Faculty	(Ongoing)
	9. Alumni	President	Post-grad: 1/5/10
<i>III. Non-Academic Assessment</i>			
A. Administrative	1. Board Meetings	Board Chair	Bi-monthly
	2. Board Nominations	Board Chair	Winter
	3. Board Orientation	Board Chair	Spring
	4. Board Strategy Retreat	Board Chair	Feb/Mar
	5. Board Survey	Board Chair	Winter
	6. President Annual Review	President	December
	7. Staff Performance Reviews	Supervisors	Annually
	8. Staff Retreat	President	Summer
	9. Faculty Orientation	Provost	Fall
	10. Student Orientation	Provost	Fall, occ. Spring
	11. Student Retreats	Provost	Intermittent
B. Covenantal Documents	1. Board Review and Sign	Board Chair	May
	2. Research and Revisions	Board Chair	Bi-annual
C. Events	1. Commencement	Provost	Annually in August
	2. Grad School Fairs	Provost	Fall, Spring
	3. Other Events on Campus	TBS Staff	Intermittent
D. Facilities and Equipment	1. Inspection	VP Finance/Admin	Annual/Monthly
	2. Research/Report	Campus Dev. Com	Fall/Winter
	3. Library Review	Librarian	Annual
	4. Remote Instr. Location Mem.	Business Man.	Aug, Jan
E. Finances	1. Annual Audit	Business Man.	Summer
	2. Annual Auditor Approval	Audit Com.	Winter

	3. Budget – Annual Approval 4. Budget – Annual Review 5. Budget – Income/Expense Review 6. Financial Records Review 7. Fundraising Events 8. Fundraising Plan Review 9. Tuition/Fees Review	Finance Com. VP Finance/Admin Business Man. VP Finance/Admin President/Board President/Board Business Man.	Fall/Winter May/Sep Board Meetings Monthly Intermittent Fall/Winter Winter
F. Policies	1. Annual Review	VP Finance/Adm.	Summer
G. Publications	1. Board Handbook 2. Board Packet 3. Comprehensive Assessment Plan 4. Comprehensive Strategic Plan 5. Faculty Handbook 6. Library Handbook 7. Policy Manual 8. Student Catalog 9. Student Handbook 10. <i>The Sentinel</i> Magazine 11. Digital Publications 12. Other	Board Chair Board Chair President President Faculty Assoc. Librarian VP Finance/Admin Provost Provost Staff Staff (various)	Winter Winter Winter Winter Summer Summer Summer Summer Summer Ongoing Summer (various)
H. Student Services	1. Survey	Provost	Bi-annual Summer

- For details of assessment plans, see following sections and Appendix.
- Records of assessment activities are maintained in a “TBS CAP Records” file separately from this document.

I. Overall

A. Assessment Plan

1. Administrative Review

Leader: President

Frequency: Annually

Format: Private reviews, meetings

Tools: TBS Comprehensive Assessment Plan, Email, MS Word using Track Changes

The President, key staff, and Board members review the Comprehensive Assessment Plan (CAP) mostly annually in preparation for Board review, usually at the Winter Board meeting. The President shares the plan with others, solicits their feedback, seeks to revise the plan accordingly, and then shares the plan with Board for review and approval.

2. Board Review and Approval

Leader: Board Chair

Frequency: Annually

Format: Board meeting

Tools: TBS Comprehensive Assessment Plan

The President shares the final draft with the Board Chair, who forwards to the entire Board for review. The updated CAP is presented for a vote at a Board meeting, and the latest approved version made available in print and online.

II. Academic Assessment

A. Academic and Student Learning

Assessments in this category address various questions, such as “Are TBS educational programs equipping students for effective ministry?” and “Are students achieving intended objectives?” This review template seeks to measure institutional effectiveness relative to the following generally intended learning outcomes in each corresponding area:

Certificate of Theological Studies

- The student will understand all 66 Bible books and major movements and personalities in church history.
- The student will gain confidence in his or her teaching and/or preaching skills.
- The student will develop ministry skills in counseling and leadership.

Dual Degree Completion, Master of Arts, Master of Divinity

- The seminary will train students to more deeply understand, exposit, and explain all the book(s) of the Bible covered in his or her program.
- The seminary will equip students to practically utilize course learning in work and life.
- The seminary will prepare students to understand how the 7 core values of The Bible Seminary impact his or her program, courses, life, and future work.

1. Academic Calendar

Leader: Provost

Frequency: July and January during planning for the following academic year (actual practice includes ongoing reviews throughout each year)

Format: Meetings and discussions

Tools: Area K-12 school district calendars, prior TBS calendars, special event calendars, records

The Provost reviews student academic progress each semester, including determining remaining courses needed for graduation for each student. These reviews are compiled by the Provost to determine which courses are needed by the most students. In conjunction with a review of area school schedules, a review previous calendars, and discussions with students about potential upcoming courses and schedules, the Provost and President agree on a tentative calendar. The Provost follows up by determining professor availability and preferences and a tentative calendar is set six months to one year in advance. Academic calendars are continuously reviewed and updated as semesters approach, and the online digital calendar and calendar in the Student Catalog are updated immediately (within one hour to one day).

Special notice about scheduling

TBS education follows a standard schedule based on three semesters per academic year.

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Fall Semester				Spring Semester					Summer Semester		

Course meeting lengths are based the calculations below.

Time Blocks

Generally, one-credit hour = 15 contact hours. Allowing for 10 minutes per hour for breaks, one credit hour translates to a minimum of: 15 hours – (10 min/hour x 15 hours) = 15 hours – 1.5 hours = 13.5 hours of class time. However, for practical purposes related to ingress and egress and late arrivals, aiming for time blocks of between 13.5 and 15 hours is generally advised.

The following are suggested scheduling options equivalent to 1 credit:

- 15 meetings of 1 hour each = 15 hours
- 8 meetings of 1.75+ hours each = 14 to 15 hours
- 7 meetings of 2+ hours each = 14 to 15 hours
- 4 meetings of 3.5+ hours each = 14 to 15 hours
- 2 meetings of 7+ hours each = 14 to 15 hours

Course and seminar options – no matter how long and/or intensive but at least equivalent 14 to 15 hours of class time – each count as one TBS credit hour toward required credits required for any program.

Additionally, most TBS courses offer eligibility for CEU credit through the Association of Christian Schools International (ACSI) at the ACSI standard of 1 CEU credit for every 6 hours of class. Therefore, one standard credit hour is considered equivalent to 2.5 CEUs, and a 3-credit hour course would be equivalent to 7.5 CEUs.

Graduate Programs

Graduate degree credits are based on the standard of 45 contact hours = 3 credit hours.

Allowing 10 minutes per hour for breaks, course schedules incorporate a minimum of 45 hours – (10 min/hour x 45 hours) = 45 hours – (450 minutes/60 minutes) = 45 hours – 7.5 hours = 37.5 hours. Subtracting an Exam week and Reading week, actual class time should equal 37.5 hours – 2.5 hours Exam week – 2.5 Reading week = 32.5 hours of class time. Course scheduling options:

- 13 meetings of 2.5 hours each = 32.5 hours
- 26 meetings of 1.25 hours each = 32.5 hours
- (Alternative intensives of varying lengths) = 32.5 hours

2. Semester Review

Leader: Registrar

Frequency: Post-semesters

Format: Meetings, Reviews, Surveys

Tools: TBS Academic Calendars, Semester Reviews, Course Evaluations, Distance Ed Evaluations

The Registrar conducts a semester review after the close of each semester that includes recording and assessing the following data for each course taught: Course Name, Frequency, Total Minutes, Total Hours, Number of Students in the class, Number of surveys returned, and whether or not pre-semester and post semester faculty meetings occurred. The Provost reviews the collected data in conjunction with academic calendar reviews and course evaluation reviews with faculty.

3. Curriculum

Leader: Provost

Frequency: Annually

Format: Meetings, Reviews, Surveys

Tools: Assessment and Analysis of Student Learning, Course syllabi, Syllabus Review, Course Evaluations, Curriculum Alignment Review, Instructor Review, publishing house resources, other resources and recommendations.

The Provost works with faculty to develop courses prior to courses being taught. Interactions include the discussion of curriculum resources planned for use prior to the class during the development and finalization of each course syllabus, as well as post-course discussions about effectiveness, quality, and preferences for future use with each faculty member at the end of each semester incorporating feedback from class participants. Pre-semester deadlines for submitting a course syllabus to Provost are approximately six weeks prior to the start of each semester, and follow-up meetings with each member of the faculty occur within one month following the previous semester. Semester assessment records include the syllabus for each course, course evaluations, record(s) of reviews and meeting(s) with faculty (see “Assessment and Analysis of Student Learning,” “Course Evaluation,” “Curriculum Alignment Review,” “Instructor Review,” and “Syllabus Review” in the Appendix). Sweeping, overall curriculum reviews occur in conjunction with major and program review cycles in coordination with the Faculty Association, Administration, and the Board.

4. Courses

Leader: Provost

Frequency: Before, during, and after each semester

Format: Meetings, Reviews, Surveys

Tools: Course syllabus, Syllabus Review, Course Evaluations, Curriculum Alignment Review, , Distance Ed Evaluations, Instructor Review, publishing house resources, other resources and recommendations.

Courses are reviewed during Major and Program review cycles and regularly assessed each semester as follows:

- Prior to each semester, the President, Provost, and Academic Dean discuss and review upcoming scheduled courses, including the purpose, program placement, content, structure, proposed faculty, and teaching location(s), etc.
- The Provost discusses individual courses with proposed and then contracted faculty, and they interact using summaries of previous reviews and evaluations.
- During each semester, an administrator sits in on at least one class session of every course taught that semester. The administrator then provides feedback to the instructor(s) verbally and/or by e-mail following these visits (on file under “Reviews” in faculty personnel files).
- As courses end, students provide feedback using “Course Evaluation” forms (see Appendix and on file under, “Course Evaluations”).
- Following the semester, the Provost meets with each faculty member individually to discuss their course(s) and uses the “Instructor Review” form (see Appendix and on file under “Reviews” in faculty personnel files).
- Intermittent reviews of curriculum alignment with program and institutional objectives occurs using the “Curriculum Alignment Review” form.
- The Provost shares summary reviews of courses with the President and Academic Dean.

5. Majors and Programs

Leader: Provost

Frequency: Every 5 years

Format: Meetings, Reviews, Surveys

Tools: Course evaluations, syllabus, faculty reviews, and Review Team.

TBS has conducted Major and Program reviews as recorded below. The outline lists the year the program launched, then lists calendar year of reviews (*italicized* dates are future dates).

<u>Programs</u>	<u>Launched</u>	<u>1st Review</u>	<u>2nd Review</u>	<u>3rd Review</u>
Bible Certificate (BC)*	2008	2011	2017	2021
Cert. of Theological Studies (CTS)*	2023	2026	2031	2035
Licensed Professional (LP)*	2015	2018	2019	NA*
Vocational Ministry (VM)*	2020	2022	NA*	
Dual-Degree (DDC)	2015	2020	2025	2030
Master of Arts (MA)	2015	2018	2022	2027
Master of Divinity (MDiv)	2012	2018	2023	2028

** Based on evaluation and review processes and TRACS interactions, the Bible Certificate (BC), Licensed Professional (LP), and Vocational Ministry (VM) programs were discontinued and replaced with the Certificate of Theological Studies (CTS) program.*

The Faculty Association (FA) serves as the research and review team. General Major/Program reviews include the following activities:

- 1) Team organization and planning.
- 2) Review and assessment of all course evaluations on file related to the program.
- 3) Survey sent to students and alumni associated with the program under review.
- 4) Personal interviews with program faculty and select students and alumni.
- 5) Class visits by the Chair and other team members in current program classes.
- 6) Comparison to similar programs at other schools.
- 7) Research of educational literature, resources, studies, and trends.
- 8) Review of accreditation requirements related to the program under review.
- 9) Preliminary report to administration with summary of observations and research, as well as possible suggested adjustments.
- 10) Development of proposal based on research summaries and suggestions.
- 11) Vetting of proposal among administration, faculty, and select students and alumni.
- 12) Finalized proposal presented to the FA for initial review.
- 13) Refinement of proposal based on FA feedback and continuing prayer and reflection.
- 14) Refined proposal presented to the Board for updated discussion.
- 15) Further refined proposal presented to FA and then the Board for votes.
- 16) Approved proposal implemented by administration and faculty.
- 17) Assessment of changes then follows standard assessment protocols.
- 18) Summary Report presented to FA and Board noting results of recommended changes.

Major and Program review records include research data and proposals. FA and Board meeting minutes record approval votes and chronicle results.

6. Institutional

Leader: President in association with the accrediting agencies

Frequency: Intermittent

Format: Self-study and Accreditor Reviews

Tools: Self-Study, Reports

TBS institutional reviews include outside reviews related to accreditation, primarily by the Transnational Association of Christian Colleges and Schools (TRACS). TBS has been engaged in the accreditation process with TRACS and will continue to follow TRACS protocols outlined on their web site at TRACS.org. Other agencies include the Evangelical Council for Financial Accountability (ECFA) and State Authorization Reciprocity Agreements (SARA).

7. Faculty

Leader: Provost

Frequency: End of Semesters

Format: Meetings, Surveys

Tools: Course Evaluations, Instructor Reviews, Personnel files and checklists

Contracts

Faculty are screened for appropriate educational qualifications, experiences and teaching skills prior to employment. Contracts include a summary of “Academic/Professional Credentials” as part of the contract. Individual contracts are discussed and negotiated prior to employment via communications with key seminary personnel. Discussions include faculty qualifications, experiences, and teaching skills relative to the program(s) and course(s) under negotiation. They also address course content, experiential components, and required student resources and tools. Full-time faculty contracts are negotiated annually, and adjunct faculty contracts are negotiated for

each individual course each semester. Contracts are kept in personnel files in folders labeled “Contracts.”

Resumes

Faculty files contain personal information such as contact info, personal bio, resume, official transcripts, personal ID (such as Driver’s License or passport), Background Check permission and results, and sometimes letters of recommendation, notes from communications with references, and other information. Gathered data is summarized on a “Personnel File Checklist” (see Appendix) and kept in folders labeled “Resumes.”

Reviews

Faculty assessment occurs individually by the Provost and/or Academic Dean and each faculty member using the “Professor Review” form (see Appendix) following each semester in which a faculty member teaches. Basis for assessment includes information gathered from students via course evaluations, as well as class session visit(s) by administration and other feedback. Aggregate feedback is shared with each professor individually by the Provost (or other designated academic leader) during the individual semester follow-up meeting, and this information is reviewed by the President. Records of course evaluations and meeting notes are kept in faculty files in folders labeled “Reviews.” Full-time faculty also have an annual Performance Review (see Appendix).

Faculty Association (FA)

This group meets fall and spring semesters and includes an Academic Assessment Committee (AAC) that engages in discussion, evaluation, feedback, and recommendations from faculty representatives.

8. Students

Leader: Provost/Faculty

Frequency: Ongoing

Format: Meetings, Observation, Portfolios, Papers, Projects, Reports, Surveys, Tests

Tools: Course elements, Pre-tests/Post-tests

Measuring Learning Outcomes

Assessment of learning outcomes incorporates various methods:

- *Standard written exams* – used in most courses each semester.
- *Oral exams* – several courses utilize extensive, individual oral exams as final exams.
- *Research papers and projects* – utilized in some courses.
- *Student portfolios* – developed in conjunction with the progression of some courses. Some of these result in top-tier resources (articles, audio productions, mixed media, photos, PowerPoint productions, videos, and other projects) shared with other students, as well as, in some cases, wider audiences in print and online.
- *Peer evaluation* – utilized in courses that involve some sort of student presentation, especially preaching courses. Feedback is provided to the presenter(s) by other students, as well as the professor and other leaders, usually in written and oral form.
- *Pre-Test and Post-Test assessments* – Students take identical exams at the beginning and end of each class each semester that measure course content, including the assigned book(s) for the course. The composite results of these exams are included in the semester, annual, and five-year reviews.
- *Capstone course* – In 2018, TBS added a capstone course designed to summarily measure student mastery of programmatic content and achievement of course and institutional objectives. This course is required for graduation for all graduate students.

Student Learning Outcomes

- *Course assessments* – Each course has measurable SLOs linked to specific assignments and performance assessments help determine whether students met the learning threshold.
- *Interviews* – Graduate students participate in pre-admission and as well as a graduate interview as part of the Capstone course. Identified issues in these interviews are incorporated into staff and Board discussions, reviews, and planning.
- *Vocational ministry service* – Graduate students participate in vocational ministry service (paid, volunteer, or both) while attending seminary. Feedback is solicited from their ministry leaders via conversations, official forms and documents included in courses (especially “Spiritual Formation and Ministry” series).

Student Data

- The annual compilation and review of student data is utilized in various capacities. Data collected and reviewed includes Application statistics, Completion rates, Graduation rates, Job placement rates, and Retention rates, among others.
- Summary data, analysis, and resultant goals/plans are shared during the Board Strategy Retreat, as well as Administration reports during Board meetings.

Student Government Association (SGA)

This group meets fall and spring semesters and engages in discussion, evaluation, feedback, and recommendations from student representatives.

9. Alumni

Leader: President

Frequency: Intermittent

Format: Meetings, Surveys

Tools: TBS Alumni Survey

Strategic alumni assessment of the effectiveness of TBS education can benefit from alumni surveys. Previous attempts in 2017 and 2020 at soliciting responses from alumni generated few results. Transition to a new Information Management System in 2024 that includes an alumni module and functionalities should help simplify and facilitate more targeted interactions with alumni. Plans are to conduct surveys every three (3) years, with considerations to add a formal survey within one year after graduation. Results will be shared during staff meetings, the annual Board Strategy Retreat, and during Major and Program Reviews to contribute to program and institutional improvements. Additional informal assessments occur in association with communications, meetings, and site visits with alumni conducted by TBS administrators, faculty, and staff.

III. Non-Academic Assessment

A. Administrative

1. Board Meetings

Leader: Board Chair

Frequency: Bi-monthly

Format: Meetings

Tools: Board Agendas and Meeting Minutes, Administrative and Board reports

The Bible Seminary Board of Trustees meets at the home campus in the Library/Conference room approximately bi-monthly according the following fiscal-year schedule:

Aug	Executive Committee meeting
Sep	Fall Board meeting
Nov/Dec	Executive Committee meeting
Jan	Winter Board meeting
Mar/Apr	Executive Committee meeting
May	Annual Board meeting

Board meetings involve prayer, focus on the mission, reports from the administration and Board committees, and votes as needed. Reports, discussions, and recommendations generally include topics related to academics, accreditation, facilities, finances, personnel, programming, and any special initiatives. Minutes of each meeting are recorded and shared with Board members by the Board Secretary. Minutes from the full Board Fall, Winter, and Annual meetings are voted on for approval at the following Board meeting. All meeting minutes are filed digitally and physically. Physical files include copies of report handouts, and digital files include copies of files relative to each meeting. The overall design of Board meetings and institutional flow serve as a mechanism for active, ongoing assessment of many TBS activities. Individual Board meetings are typically assessed verbally between the Board Chair and President following each meeting and in preparation for ensuing meetings. More formal assessment occurs in conjunction with the annual Board surveys.

2. Board Nominations

Leader: Board Chair

Frequency: Winter

Format: Meetings

Tools: TBS Board Handbook, TBS Board Nominating Committee Records (for each corresponding year), TBS Board Nomination forms, Board Membership Terms

The Bible Seminary Board of Trustees generally consists of 5 to 13 members. Members agree to serve three-year terms and may serve two terms consecutively but must take at least one year off before they are eligible to serve a new term. New members begin their new terms at the annual meeting in May. Led by the Board Chair, the Board Nominating Committee invites nominations for prospective Board members each Fall using the “TBS Board Nomination” forms (see CAP Appendix) and following the “Board Membershape Plan” (see CAP Appendix and “Board Packet”). The process involves a review of current Board members as well as a review of Board member prospects. The committee shares the preliminary prospects with the entire Board and an ask order is prepared. Designated persons then reach out to prospects for a face-to-face meeting, share the Board Packet, and, if appropriate, invite prospects to consider serving on the TBS Board. Agreeable prospects are presented to Board for a vote at the Annual meeting in May. The Nominating Committee reviews this process annually, adjusts as warranted, and maintains records of annual activities.

3. Board Orientation

Leader: Board Chair

Frequency: Spring

Format: Meeting over a meal

Tools: TBS Board Packet, TBS Board Orientation Records

Prospective Board members receive a “Board Packet” reviewed and updated annually by the President and Board Chair. In conjunction with the Annual Board meeting each spring, new Board members participate in a new Board member orientation – usually a one to two-hour session conducted by the Board Chair and President – either prior to or shortly after joining the Board. The orientation usually involves a shared meal, introductions, sharing by the Board Chair and President, and opportunities for questions. All Board members are provided with access to the “Board Handbook,” which includes powers, responsibilities, and duties of members, officers, and committees, and this document is reviewed by the Board on a regular basis. Verbal assessment of the meetings typically occurs at the end of the orientation with the new Board members, and between the President and Board Chair following orientation dinners and in preparation for upcoming orientations. Written assessment data is recorded in email exchanges, Board Orientation Records, Board meetings, and Board Retreat minutes.

4. Board Strategy Retreat

Leader: Board Chair

Frequency: Feb/Mar

Format: Saturday morning meal(s) and meeting

Tools: TBS Comprehensive Strategic Plan (CSP), TBS Board Retreat agenda and minutes, and enrollment, finance, and program data (often compiled into a single PowerPoint)

The Board convenes annually on a Saturday morning in February or March to review institutional data, dream, and plan. The meeting usually includes lunch, as well as presentations by the President and others. The Board typically utilizes the Comprehensive Strategic Plan (CSP) as the retreat outline to review TBS past and present and discuss future options. Action plans and possibilities derived during the retreat are then shared with the appropriate administrators and Board, and then integrated into a revised Comprehensive Strategic Plan that is then presented to the Board for approval later.

Preliminary preparation includes the following:

- A review and update of the CSP by administrators and staff contributing review, research, and suggestions relative to their area(s) in particular, as well as in general.
- Preparation of information to share with retreat participants.

The retreat itself includes the following:

- A summary report by the President, other administrators, and sometimes special guests.
- Discussion by the Board with the President and other key administrators about the institution. A SWOT analysis is usually incorporated into the framework of the retreat discussions.
- Recommendations by the Board relative to items that require action, including updating documents and resources, issues needing further research, items requiring a vote, etc.

Retreat follow-up includes generation and dissemination of a summary report that includes attached records of all information presented and recorded, generation of an updated CSP for Board approval at an upcoming meeting, implementation of action items, and follow-up of action

items throughout the year, most of which fall into identified sub-divided assessment areas, and all leading up to the annual planning retreat the next year. Verbal assessment typically occurs at the end of the retreat, and between the President and Board Chair following the retreat and in preparation for upcoming retreats. Written assessment data is recorded in email exchanges, Board meetings, and Board Retreat minutes.

5. Board Survey

Leader: Board Chair

Frequency: Winter

Format: Online survey

Tools: NonprofitBoardScore™

The Bible Seminary Board of Trustees and select administrators annually participate in a "Board Assessment Survey" as part of the on-going process of determining institutional effectiveness. In January 2020, the Board moved from using a self-created assessment tool to using a Board Assessment tool created by the Evangelical Council for Financial Accountability (ECFA) entitled "NonprofitBoardScore™" (see Appendix, "Board Survey") Participants answer the questions selecting from the options of "Yes," "No," or "Not Sure." Results are tabulated and sent to the TBS Board Chair for review. Composite results presented to and discussed with the Board at one of the Winter or Spring Board, ExCom, or Retreat meetings. Items that require actions plans are discussed, planned and reviewed as agreed upon. Records of survey-related discussions and decisions are maintained in the Board and Retreat minutes.

6. President Annual Review

Leader: Board Chair

Frequency: Spring

Format: Meeting

Tools: Contract, Performance Review

The Board Chair typically conducts an annual review with the President in the spring. Both parties complete a "Performance Review" (see Appendix) prior to the meeting, the reviews are discussed during the meeting, and then signed and kept on record in the President's "Review" file in the Business Office personnel records. The meeting also includes a review of the President's job description as stated in the contract. Identified prospective changes are discussed and negotiated. Any substantive adjustments are reported and discussed with the Board prior to adjustment.

7. Staff Performance Reviews

Leader: Supervisor

Frequency: Annually

Format: Meeting

Tools: Performance Agreements (i.e. Contracts), Performance Review

Administrators and staff participate in regular performance reviews. New staff typically have informal six-month or so reviews, and most formal staff reviews occur in the spring in conjunction with the preparation of new contracts for the following fiscal year. Reviews are conducted with the supervisor and supervisee, and include a file review, performance review, and performance agreement review, often over a meal together.

File Review

- Supervisors audit personnel files, review contact information, credentials (CV/resume, transcripts), personal biography, and promotional photo(s), as well as copies of all job contracts, signed documents, background check reports, and annual performance reviews.
- A “Personnel File Checklist” kept in the front of each person’s individual record file that summarizes the documents in each person’s records.

Performance Review

- Reviews include distribution of a blank “Performance Review” (see Appendix) to the Direct Report supervisor and supervisee prior to the scheduled meeting time. The document provides areas to note strengths, growth areas, goals, and an overall performance evaluation.
- Both the supervisor and reviewee fill out their reviews prior to the meeting.
- During the meeting, the parties typically open with prayer, both share their respective comments and perspectives, discuss the job performance in relation to the description, and both sign the review. A copy of each person’s review is given to the employee, and another copy is filed in the employee’s personnel file.
- Review results are shared and discussed with the President. Issues that require plans of action are assessed, planned, and reviewed as agreed upon.
- In some cases, performance reviews may be conducted more frequently as part of disciplinary actions, strategic growth plans, or other circumstances. In these cases, records will include the agreed upon plan, and track progress of the plan until completion or resolution. Copies of these reviews and progress updates are also kept on file. In cases of dismissal, the final Performance Review will generally serve as an exit review.

Contract Review

- Supervisors conduct annual Performance Agreement Reviews in conjunction with Performance Reviews, including a review of job descriptions, work parameters, salary and remuneration.
- During the review, the supervisor and employee examine the job description, discuss terms, and negotiate prospective adjustments. If the agreement is mutually acceptable, both parties sign and the document is advanced to the appropriate administrator for final approval.
- If negotiations require Presidential or other approval, the agreement is revised, distributed for review, signed by both parties, and advanced to the appropriate administrator for approval.
- Copies of agreements are given to the employee and filed in the employee’s personnel file.
- Since TBS performance agreements are exclusively limited to annual contracts, with all contracts for all employees up for review and consideration for renewal annually, anticipated non-renewal of a contract follows the same protocol excepting the process of negotiating and advancing a new contract. Other than immediate dismissal for cause or non-renewal for violation of contract, non-renewal notification and discussions typically occur prior to the official annual review.

8. Staff Retreat

Leader: President

Frequency: Annually, typically in Summer

Format: Meeting

Tools: Comprehensive Strategic Plan (CSP), institutional and 3rd party data

The administration and staff participate in ongoing review and planning and previously participated in annual retreats. Following interruptions due to COVID-19, the staff reinstated annual retreats in 2023. Preparation includes a review of the CSP, as well as CAP data compiled from the most recent academic year (Fall, Spring, Summer semesters). The format includes the following components:

- *Where have we been?* – What have we accomplished since inception? Good? Challenges? Prayer time of celebration and supplication.
- *Where are we now?* – Year-end summary of facilities, finances, personnel, and programs.
- *Where are we going?* – Group visioning, dreaming of possibilities, and exploring potential.
- *How are going to get there?* – Group planning, including specially defining who, what, when, where, and how during the upcoming academic year.

Actions items are followed up on and monitored by the President.

9. Faculty Orientation

Leader: Provost

Frequency: Fall

Format: Meeting

Tools: TBS Faculty Orientation Agenda, Faculty Orientation records, Faculty Handbook

Faculty participate in an annual orientation. The President, Provost, and Academic Dean typically meet with the faculty as a group, and sometimes individually, to orient faculty to people, documents and policies, programs, resources, and available services.

10. Student Orientation

Leader: Provost

Frequency: Fall, (and Spring, as needed)

Format: Meeting

Tools: TBS Orientation Agenda, Orientation records, Student Catalog, Student Handbook

New students participate in an orientation annually in the fall, and sometimes orientation is offered in the spring if needed. The Provost and Academic Dean typically meet with new students as a group, and sometimes individually, to orient students to people, documents and policies, programs, resources, and available services relative to their educational experiences at TBS. Student Services leaders provide input to TBS leaders to evaluate and improve orientations.

11. Student Retreats

Leader: Provost

Frequency: Intermittent

Format: Retreat

Tools: Retreat records

Students have the opportunity to participate in various retreats. One standard, typically annual, retreat is the Summit Prayer Retreat sponsored by the Katy Church for area ministry leaders, including pastors, ministry staff, non-profit ministry leaders and staff, and TBS administrators, Board members, faculty, staff, and students. The annual retreat includes a follow-up evaluation

kept on file with the Katy Church leadership. Other retreats may occur in conjunction with orientation, individual classes, and degree programs. TBS offers excavation and study tours in Israel for up to six weeks every May and June and encourages all students to participate at least once during their course of study. Assessments of these annual events are kept on file with the excavation and tour sponsor, the Association for Biblical Research (ABR).

B. Covenantal Documents

1. Board Review and Sign

Leader: Board Chair

Frequency: Annually

Format: Board meeting

Tools: TBS Covenantal Documents, TBS Board Meeting Minutes

During the annual Board meeting, Board members review and sign the “Covenantal Documents” and “Conflict of Interest Policy Disclosure and Acknowledgement Form.” The Board secretary keeps individual copies of these on file and the actions are record in Board meeting minutes.

2. Research/Revisions

Leader: Board Chair

Frequency: Annually

Format: Board meeting

Tools: Covenantal Documents, internal and external research, and survey feedback

The Board is responsible for annually assessing the biblical foundations documents included in the “Covenantal Documents,” specifically the “Vision and Mission,” “Core Values,” and “Doctrine.” This review is generally conducted in conjunction with the annual Board meeting. Prior to the Board meeting, a committee reviews the purpose statement, core values, and doctrinal statement. The committee then recommends during the Board a status of the Covenantal Documents as either “Approved” or “Approved with recommendations for review.” In the case of “Approved with recommendations for review,” the Board initiates a formal process and timeline for research, reporting, review, and approval of any proposed revisions.

C. TBS Events

1. Commencement

Leader: Provost

Frequency: Annual

Format: Service

Tools: Graduation program, email

TBS hosts an annual “Commencement” to mark ending one academic year and starting another. The event is typically held in August off campus at varying local churches each year with which the seminary has student, alumni, or other connections. Evaluation occurs among administration, Board, and staff – especially the Office Manager/Registrar – following the event for review each year in preparation and planning for the next year.

2. Grad School Fairs

(TBS stopped participating in these some years ago due to poor results for the time and effort spent and poor student participation at most of the schools visited.)

3. Other Events

Leader, Frequency, Format, Tools: Various staff, Intermittent, meetings,

(TBS occasionally hosts other community and educational groups on campus or provides leadership for events hosted in other locations off-campus.)

D. Facilities and Equipment

1. Inspection

Leader: Vice-President of Finance and Administration

Frequency: Annually in June, and monthly

Format: Physical inspection

Tools: Monthly Fire and Facility Inspection, Facility Inspection Action Log

At roughly the beginning of each month, the VP of Finance and Administration or designee uses the TBS Monthly Fire and Facility Inspection form to document the inspection of fire equipment, assembly areas, and general facility maintenance status. Items requiring action and actions taken are indicated on the form, and action items promptly remedied. The Facility Inspection Action Log is on file (Business Office, 4-drawer cabinet, bottom drawer).

2. Research and Report

Leader: Vice-President of Finance and Administration, Campus Development Committee (CDC)

Frequency: Board meetings and retreats

Format: Meeting(s), Report

Tools: Committee and Board meeting minutes

The Campus Development Committee serves as a sub-committee of the Board of Trustees. The committee meets regularly as necessary, reviews reports and requests, engages in research and planning, and makes recommendations and provides regular reports to the Board. Items with additional budget-related implications beyond those already budgeted and approved are forwarded to the Finance Committee for consideration.

3. Library Review

Leader: Librarian

Frequency: Summer

Format: Inspection

Tools: Assessment and Analysis of Student Learning, Course evaluations, course syllabi, Curriculum Alignment Reviews, Instructor Reviews, Library Catalog, Library materials and learning resources, and TBS Library Reports.

The Librarian writes an annual report that includes a review of library materials and learning resources. The review process is conducted throughout the year and summarized in the report. Activities include physical inspection of materials and resources, inspection of digital library records and resources, and assessment of progress on securing, cataloging, and shelving newly acquired resources each year. Input from Assessment and Analysis of Student Learning, course evaluations, course syllabi, Curriculum Alignment Reviews, instructor reviews, and any additional requests receive consideration during the process. Needs and requests for consideration are passed along to the appropriate person(s) for action and/or consideration. New resources are typically added near the beginning of each semester in conjunction with preparation of course syllabi, and syllabus reviews include making sure copies of all required resources are available in the library on campus. Annual TBS Library Reports are available in a folder in the main library beside the Library Handbook.

4. Remote Instructional Location Memorandums

Leader: Business Manager

Frequency: (N/A)

Format: Form

Tools: “Remote Instructional Location Memorandum”

TBS previously partnered with Remote Instructional Locations (RIL) to offer educational opportunities at locations other than the TBS main campus. Locations were secured prior to each semester, along with written agreements specifying the details of each course held at an RIL. The Provost reviewed the locations with local leaders, and assessments of the facilities were included in Course Evaluations, Faculty observations by the Provost, and Faculty Reviews. [Note: This practice ended at the beginning of the COVID-19 pandemic and has not been renewed since then.]

5. Distance Education Evaluations

Leader: Communications Director

Frequency: End of each semester

Form: Online survey

Tools: “Distance Education Evaluation”

Evaluation tool integrated into course and semester evaluation processes and filled out by students and professors at the end of each semester in which they are enrolled or teaching.

E. Finances

TBS administrators engage in routine and ongoing financial assessment in regard to all seminary, income, expenditures, and assets. Assessment team members include the President (CEO), Vice-President of Finance and Administration (CFO), Business Manager, Board members, and Auditor(s). The overall budgeting and assessment process occurs throughout the year as outlined in the “TBS Forecast and Budget Process Guideline.” Other regular assessments are outlined below.

1. Annual Audit

Leader: Business Manager

Frequency: Summer

Format: Meetings, Reports

Tools: TBS Audits, TBS Board Meeting Minutes, TBS financial records

An annual audit is conducted by the selected independent auditor in June following the completion of each previous fiscal year (June 1 – May 31). Copies of each annual audit are provided to all Board members and approved by the Board, and copies of historical audits are on file and available for review upon request.

2. Annual Auditor Approval

Leader: Audit Committee

Frequency: Winter

Format: Meeting, Report

Tools: TBS Board Meeting Agenda/Minutes, TBS Auditor Search Records

An annual auditor is approved and commissioned by the Board, usually at the January meeting. Board and staff assessment of auditors are conducted annually in conjunction with audit approval and prospective new auditors undergo an interview process documented in TBS Auditor Search Records.

3. Budget – Annual Approval

Leader: Finance Committee

Frequency: May

Format: Meetings

Tools: Financial records, historical budgets, proposed budget, TBS Forecast and Budget Process Guideline

Annual budgeting occurs through the systematic process outlined in the “TBS Forecast and Budget Process Guideline.” The process includes advancement of a proposed budget to the Finance Committee during the winter Board meeting, a preliminary review at the Board meeting and/or Executive Committee Meeting prior to the annual meeting, and approval of the Budget for the next fiscal year by vote during the annual meeting each May.

4. Budget – Annual Review

Leader: Vice-President of Finance and Administration

Frequency: September

Format: Meetings, Reports

Tools: Audit, budget/enrollment/financial records, “TBS Forecast and Budget Process Guideline”

Following the annual budget approval based on preliminary estimates at the Annual Board meeting each spring, a revised budget is regularly presented to the Board for review and approval following the commencement of classes each fall. Adjustments are typically recommended based on actual vs. projected enrollment or other factors.

5. Budget – Income/Expense Reviews

Leader: Business Manager

Frequency: Monthly

Format: Reports

Tools: Budget, Income/Expense Report, Balance Sheet, monthly newsletters, web site

- TBS conducts regular, ongoing reviews of bills, payments, receipts and statements relative to the budget and relative to access, balance, projections, and stability.
- Individual income is processed and reported in accordance with sound financial practice.
- Payments are acknowledged with receipts and processed internally.
- Individual expenditures are processed and approved via proprietary check and balance process that includes Board and independent auditor oversight, separation of duties, documented coordination of processing, monthly reporting, and annual auditing.
- The Business Manager and/or Vice-President of Administration provide the President, Board Chair, Finance Committee Chair with regular detailed reports of all income, expenditures, and a balance sheet.
- The Board is provided with summary financial updates by the VP of Finance and Administration (or Finance Chair or President) at every meeting, and the detailed books and files are open for inspection by Board members at any time.
- The overall financial status of the seminary is reported regularly and publicly to all constituents via e-mail, online, and print.

6. Financial Records Review

Leader: Vice-President of Finance and Administration

Frequency: Monthly

Format: Financial records

Tools: Bank statements, invoices, receipts

The Vice-President of Finance and Administration works with the Business Manager to conduct a monthly review of reconciliations of bank and investment accounts. Records of all financial activities each month are saved electronically by the Business Manager, reviewed after the month's end by the VP, signed and dated by the VP, and then filed by year and month in the Finance Office cabinet. According to the "TBS File Guide," approximately four years of records are kept accessible in active files, and older files that all together span a total of 7 years are kept on site.

7. Fundraising Events

Leader: President/Board

Frequency: Intermittent

Format: Banquet, dinner meeting

Tools: TBS Banquet Reviews, TBS Comprehensive Strategic Plan (CSP), TBS Fundraising Plan

The President works with the Board and staff to conduct intermittent fundraising events. TBS used to alternate between sponsoring a large event banquet one year and then smaller dinners the next year, but has not held a large event since prior to COVID-19. Events often include teams that help plan and conduct the events, and the Board follows up with individual assessments, Board meeting discussion, and strategy retreat discussions.

8. Fundraising Plan Review

Leader: President

Frequency: Annually

Format: Written plan

Tools: Budget, Event data, financial records, fundraising records, Board Strategy Retreat, Comprehensive Strategic Plan (CSP)

The President works with the Vice-President of Donor Relations and Development Director to create and present an annual fundraising plan and review progress at Board and ExCom meetings throughout the year. More in-depth analysis and planning typically occurs during Board Strategic Retreats.

9. Tuition/Fees Review

Leader: Business Manager

Frequency: Winter

Format: Research, Reports

Tools: Budget resources, comparison research ("Tuition Comparisons"), historical analysis

The Board Finance Committee works with the President, VP of Finance and Administration, Provost, and Business Manager to review and recommend tuition and fees for the budget. Board and staff periodically review data and trends from other organizations to determine if adjustments may be warranted and maintains an ongoing record of comparisons. If so adjustments seem warranted, the administration makes a proposal to the Board as part of the budgeting process.

F. Policies

1. Annual Review

Leader: Vice-President of Finance and Administration

Frequency: Annually, typically during the summer

Format: Inspection, Report(s)

Tools: TBS Policy Manual

The Vice-President of Finance and Administration oversees maintenance of the Policies Manual (kept in both paper and electronic file formats) and administers a comprehensive review, along with the President, of all policies annually.

- Administrative edits to approved documents that require a Board vote are recommended to the Board, reviewed, and voted on prior to changing as needed.
- Administrative edits to approved documents that require Administrative or other personnel approval are recommended to the appropriate person(s), reviewed, and approved prior to changing as needed.
- Newly approved policies filtered up from various departments or added due to Board actions are immediately added to the policies manual.
- Outdated policies no longer needed are deleted from the latest Policies Manual, although records of all enacted, approved, and deleted policies are kept on file indefinitely.
- In conjunction with accreditation procedures, policies are thoroughly reviewed against accreditation standards and in accord with their schedules.

G. Publications

Assessment of TBS publications and events is managed by the administration, with input from Board, faculty, staff, and other constituents. Copies of historical documents are kept on file in both print and digital formats. Staff, and sometimes others, are typically provided with paper or electronic copies of proposed publications for review and comment. Finalized versions with incorporated accepted edits and/or suggestions are then submitted to the President for approval, and some are further submitted to the Board for official approval. Outside feedback is routed back to leaders and producers for future reference. All projects are reviewed and assessed in conjunction with regular staff meetings, and major projects are reviewed during the annual Board of Trustees Strategy Retreat. Included in these discussions is feedback and results derived from participants, recipients, and respondents – as well as staff and Board members – in person or by e-mail, phone, social media, writing, etc.

1. Board Handbook

Leader: Board Chair

Frequency: Annually

Format: Reading, Meeting

Tools: TBS Board Handbook, latest Board Meeting Calendar and Financial summaries

The President and Board Chair review the Board of Trustees Handbook regularly, often in preparation for inviting new prospects to consider joining the Board. Suggested document changes are mutually agreed upon, and the document is presented to the Board for approval.

2. Board Packet

Leader: President/Board Chair

Frequency: Annually

Format: Reading, Meeting

Tools: TBS Board Packet, latest Board Meeting Calendar and financial summaries

The President and Board Chair review the Board of Trustees Packet regularly in preparation for inviting new prospects to consider joining the Board. Suggested document changes are mutually agreed upon and shared with the Board for approval.

3. Comprehensive Assessment Plan (CAP)

Leader: President

Frequency: Annually

Format: Plan, retreat

Tools: TBS Comprehensive Assessment Plan (CAP), Board Strategy Retreat, Email

(see section “I. Overall” on p. 21)

4. Comprehensive Strategic Plan (CSP)

Leader: President

Frequency: Annually

Format: Plan, retreat

Tools: TBS Comprehensive Strategic Plan, Board Retreat, institutional records

The President, key staff, and Board leadership work together to review and update the CSP on a regular basis, specifically in conjunction with the Board Retreat held in the winter months. The updated plan is shared with Board and used as the outline for each year’s retreat. Assessment of the plan occurs throughout the process of administrative staff and Board use and reviews.

5. Faculty Handbook

Leader: Faculty Association

Frequency: Annually

Format: Reading, Meeting

Tools: TBS Faculty Handbook

The President, Provost, and select Board members, faculty, and staff have historically reviewed the Faculty Handbook. With the formation of the TBS Faculty Association (FA), the FA will solicit input and present suggested changes to the Provost for review during the summer prior to the fall semester. Revised Faculty Handbooks are periodically distributed to the Board for review and approved by the Board as part of the handbook review process. Faculty Handbooks are made available to faculty members by email and digitally on the TBS website, and in print (if requested).

6. Library Handbook

Leader: Library

Frequency: Annually

Format: Individual review and comment

Tools: TBS Library Handbook, TBS Library Reports

The TBS Library Handbook is reviewed annually by the Librarian and a suggested revised copy is shared with the President. A physical copy of the handbook is available in the Library and a digital copy is posted under “About – TBS Documents” online.

7. Policy Manual

Leader: Vice-President of Finance and Administration

Frequency: Annually

Format: Reading, Meeting

Tools: Policy Manual, Board meeting minutes

Policies are reviewed on annual basis. Suggested edits are shared with the President and Board as relevant, any required votes are conducted, approved revisions are incorporated into the latest Policy Manual, and then posted under “About – TBS Documents” online.

8. Student Catalog

Leader: Provost

Frequency: Annually and ongoing

Format: Reading, Meeting

Tools: TBS Student Catalog

In conjunction with TBS staff, faculty, Academic Dean, and the President, the Provost leads a review of the Student Catalog in preparation for the upcoming academic year. Suggested changes are reviewed and approved by the President and made available to students by the Office Manager at the beginning of each semester. The updated documents are distributed to the Board for review and approved regularly. Any necessary mid-year adjustments are incorporated into the documents with the President's approval, and the most recent versions uploaded and available online under "About – TBS Documents." Student Government Association (SGA) officers also provide input.

9. Student Handbook

Leader: Provost

Frequency: Annually

Format: Reading, Meeting

Tools: TBS Student Handbook

In conjunction with TBS staff, faculty, Academic Dean, and the President, the Provost leads a review of the Student Handbook in preparation for the upcoming academic year. Suggested changes are reviewed and approved by the President and made available to students by the Office Manager at the beginning of each semester. The updated documents are distributed to the Board for review and approved regularly. Any necessary mid-year adjustments are incorporated into the documents with the President's approval, and the most recent versions uploaded and available online under "About – TBS Documents." Student Government Association (SGA) officers also provide input.

10. The Sentinel Magazine

Leader: Communications Staff

Frequency: Annually, usually summer

Format: Reading, Meeting

Tools: The Sentinel magazine

TBS communications staff lead the development, production, and publication of The Bible Seminary's official magazine, *The Sentinel*, under the direction of the President, who serves as Editor-in-Chief. The publication generally includes a Summer issue distributed in print and digitally to all TBS constituents. In conjunction with TBS administrators, alumni, Board, faculty, friends, staff, students, and supporters, the communications team solicits articles, graphics, photos, and other resources for consideration to include in the magazine.

Draft copies are provided to the editing team, which generally consists of anyone with written content scheduled for publication in the upcoming issue, including the President, Provost, and Board Chair. Additional editors include all TBS paid and volunteer staff. Post-publication input received from readers is shared with the appropriate persons, including the communications staff and magazine production team.

11. Digital Publications

Leader: Communications Director

Frequency: Ongoing

Format: Reading, Meeting

Tools: Online content, email, TBS Publications Review Record

Digital publications include E-mail newsletters, podcast, social media (Facebook, Instagram, LinkedIn, Twitter, YouTube), the student information management system (previously OasisSIS but transitioning to Populi in 2024), and the seminary web site at TheBibleSeminary.edu. This content undergoes constant scrutiny and feedback from many TBS constituents, and updates are regularly and ongoing. New posts are often previewed by staff as well as commented on by viewers after posting or using. Emails, phone calls, and visits are a primary means of sharing feedback with TBS staff. The public website also undergo a broken link check each year using BrokenLinkCheck.com.

- Internet assets – Publicly accessible
 - Facebook: www.facebook.com/thebibleseminary
 - Instagram: www.instagram.com/thebibleseminary
 - LinkedIn: www.linkedin.com/company/the-bible-seminary
 - Twitter: www.twitter.com/BibleSeminary
 - YouTube: www.youtube.com/thebibleseminary1
 - Websites: TheBibleSeminary.edu
- Internet assets – Privately accessible
 - Student Information System (formerly OasisSIS but transitioning to Populi in 2024)

12. Other Print Publications

Leader: Communications Staff

Frequency: Ongoing

Format: Reading, Meeting

Tools: Previously published and draft documents

TBS communications staff lead the development, production, and publication of printed materials under the direction of the President. The communications team reviews publications on an ongoing basis, including ads, appeal letters, brochures, bulletin inserts, calendars, diplomas, donation cards/forms, envelopes, flyers, folders, letterhead, postcards, press releases, prospectuses, and signs. Suggestions are discussed among the team, and draft copies of proposed resources are shared among TBS leaders. TBS print publications are reviewed and approved by the President prior to publication. Post-publication input is shared with the appropriate persons, including communications and production team members. The annual Board Strategy Retreat includes reviews and discussions of TBS publications.

Publicly accessible internet assets follow agreed-upon guidelines. For control, editing, and monitoring purposes, the President, communications staff, and other relevant staff receive notifications of all postings on official seminary sites. These select designees have administrative access to seminary social media accounts and the authority to add, edit, or delete content at any time. In the case of any content(s) or personnel behavior in question, the President – in conjunction with the Provost and/or Board – may exercise final authority. In general, the following protocols apply:

- Drafts are produced, previewed, reviewed, and further edited and refined with input from team members and TBS leaders.
- The President provides administrative approval of TBS productions and publications, and the Board affirms approval of key documents (catalog, handbooks, and manuals).

- Post-publication reviews include student feedback from course content, and user and viewer feedback from other content.
- Summary feedback is shared with the communications team and provided to the Board during regular meetings and as part of the Strategy Retreat.
- Collective and specific assessments are factored into the development of future productions and publications.

H. Student Services

1. Survey

Leader: Registrar

Frequency: Annual

Format: Meetings, Staff Retreat

Tools: Survey features in Populi

- Beginning with the Fall 2024 semester, TBS students will complete an annual student services survey that will include questions related to TBS academics, facilities and equipment, finances, personnel, learning resources, and student services.
- Aggregate results from surveys will be shared and discussed among appropriate constituencies, as well as with the Board and staff.
- Resultant action plans, goals, or revisions, as well as progress assessments, will be noted in conjunction with the Staff and Board retreats.

Appendix

Semester Review

Academic Semester and Year: **XXXX-YY, Semester**

[illegible]

Reviewer _____ Date Reviewed _____ Page ____ of ____

Syllabus Review

Program(s) _____ Course _____

Program Head should complete survey below, and attach the most recent version of the syllabus.

Header:

____ Professor ____ Semester ____ Course Title ____ Course Code ____ Hours
____ Email ____ Location(s) ____ Year
____ Day(s)/Time(s)

Body:

	<u>Same</u>	<u>Change</u>
____ Course Title in this format: "ABC ###: Name of course – Biblical book(s)"	____	____
____ Course Description	____	____
____ Course Objectives	____	____
____ Course Resources	____	____
Are all required resources available in the TBS library? ____ Yes ____ No		
____ Course Policies and Requirements	____	____
____ Course Outline	____	____
____ Graded Assignments	____	____
____ Number ____ Date Due ____ Percentage of Total Grade ____ Title		
____ Recommended Resources/Bibliography	____	____

Footer:

____ Page # ____ TBS ____ Address ____ Phone ____ Web

Consistency:

____ Syllabus consistent with Student Catalog?
____ Syllabus and Student Catalog consistent with web site?

Alternate Instructional Delivery: *Any accommodations or concessions needed?*

Comments or notes:

Reviewer _____ Date Reviewed _____ Page ____ of ____

Assessment and Analysis of Student Learning

Faculty Instructions: For each course taught this semester, please carefully review the CAR, student evaluation summary, and pre/post-course assessment results. Based on your analysis of this data, what changes should be made the next time TBS offers this course to maximize student learning and to achieve the best possible alignment of institutional, program, and course objectives with the requirements outlined in the syllabus? Feel free to add your own ideas for useful improvements that you may have learned after teaching the course this semester.

1. Maximize Student Learning

2. Alignment

3. Syllabus

Administrative Instructions: The provost or academic dean will review the faculty member's analysis and suggested improvements and revise, clarify, or approve the recommendations.

1. Maximize Student Learning

2. Alignment

3. Syllabus

The registrar will file the signed form for review in the next academic cycle in which the course is taught.

Faculty Signature & Date

Administrative Signature & Date

Curriculum Alignment Review

Course Title:

Semester and Year:

Professor:

Description:

Course Student Learning Outcomes (CSLO):

(For each CSLO, indicate alignment with any PSLO and ISLO)

Program Student Learning Outcomes (PSLO):

(For each PSLO, indicate alignment with any CSLO and ISLO)

Institutional Student Learning Outcomes (ISLO):

(For each ISLO, indicate alignment with any CSLO and PSLO)

Proposed Revision(s):

Reviewer _____ Date Reviewed _____ Page ____ of ____

Course Evaluation

Course _____ **Semester** _____ **Instructor** _____

1. I read assigned materials and completed assignments by the due date.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
2. I participated in class and asked questions.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
3. I found myself enthusiastic about learning this subject.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
4. The workload was appropriate for a graduate course.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
5. The professor was available outside of class (office visits, phone calls, e-mail, etc.).
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
6. Assignments required understanding, original thought, or creative thinking and contributed to my learning.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
7. The professor provided helpful feedback regarding my academic performance in a timely manner.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
8. The professor fostered a positive learning environment by treating students fairly and impartially and challenging them in a positive way.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
9. The professor encouraged respectful discourse of ideas and experiences for differing viewpoints or backgrounds.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
10. The professor was prepared, well organized, clear, and informative.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
11. The professor was knowledgeable of the course content.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
12. The professor used class time effectively and began and ended class on time.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
13. The professor seemed genuinely concerned with my learning in this course.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
14. The professor sought to apply the subject matter to my spiritual life.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
15. The professor stimulated my interest in the subject matter of the course.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
16. The syllabus clearly outlined student expectations and course content.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
17. TBS facilities are safe and adequate to support and maximize student success.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
18. What suggestions would you offer to your professor to improve his or her effectiveness (including additional resources and/or assignments for this course that would be helpful in current thinking and future ministry)?
19. If applicable, what could be done to improve alternate instructional delivery experiences?
20. Is there anything else you would like TBS to know regarding your experience in this course, and/or how it has contributed to your overall experience as a seminary student?

Professor Review

Course _____ Semester _____ Professor _____

Date _____

Summary of Student Evaluations

Response from Professor

Suggested changes to syllabus, curriculum, structure, personnel, facilities, equipment, location, and alternate instructional delivery::

Instructor Signature: _____ Date _____

Reviewer _____ Date Reviewed _____ Page ____ of ____

Personnel File Checklist

Personnel Name:

- **Contact Information**
 - Address
 - Phone number(s)
 - Email
 - Social Media
 - Web address(es)
- **Personal Bio**
- **Photo**
- **Resume**

Official Documents

- Copy of Background Check
- Copy of Driver's License
- Copy of Passport
- I-9
- W-4

Transcripts

- Undergraduate
- Graduate

Professional Development Record

Year									
CEU's									

(add all professional development documentation to "Resume" file)

Review Record:

<u>Contracts File</u>	<u>Resume File</u>	Print Updated	Web Updated	<u>Reviews File</u>
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____

Instructional Staff Listing (ISL)

For Full-time and Part-time Faculty

XXXX-XX Academic Years

Name	Degrees/ Discipline	Courses Taught
Last Name, First name, M. <i>(full or part-time)</i> Teaching location(s)	Degree, University, Year - Area of study (## Graduate School Hours) - Area of study (## GSH) ...	Course Code (Program) Course Title

- (List of relevant qualifying positions and experiences)

Performance Review

Reviewee: _____ Hire Date: _____

Reviewer: _____ Review Date: _____

Instructions: (1) Both the supervisor and the person being reviewed fill out the Performance Review before meeting; (2) Pray; (3) Both share; (4) Decide on goals for future; (5) Discuss job description; (6) Both sign this review; (7) Pray.

Strengths: The greatest strengths of this team member:

1.

2.

3.

4.

Growth Areas: Some growth areas for this team member:

1.

2.

3.

4.

Goals: List some measurable goals for next _____ semester _____ year

Professional Development (if not already on file, include documentation)

Overall Evaluation: _____ (A=Outstanding; B=Very Good; C=Average; D=Needs Improvement; F=Unsatisfactory)

Is there a written job description for this position? _____

Do any changes need to be made to it? _____ (if so, attach revised document with change notes)

x _____
Staff Member

x _____
Supervisor

Board Survey

A Board Assessment tool created by the Evangelical Council for Financial Accountability (ECFA) entitled “NonprofitBoardScore™.” Participants answer the questions below selecting from the options of “Yes,” “No,” or “Not Sure.” Results are tabulated by ECFA and the summary sent to the TBS Board Chair for reporting back to the TBS Board.

1. Spiritual Atmosphere

- 1) Our board has a strong emphasis on prayer. We allocate appropriate times for prayer during our board meetings and encourage board members to pray for the ministry between board meetings.
- 2) Our board reads Scripture at the beginning of each board meeting and sometimes we read additional Scriptures during our meetings to listen together for God’s perspective on topics of discussion.
- 3) Our board recognizes the importance of discernment in the boardroom, dedicating time for silence, expectantly listening for the Spirit to speak, listening to each other, and listening to what is going on in the depths of our own souls.
- 4) Our board members take a posture of humble service characterized by openness, mutual trust, and respect in order to conduct our work and relationships with Christ-centered character.
- 5) Our board preserves the unity of the Spirit and the bond of peace and demonstrates spiritual depth by holding desires and opinions lightly.
- 6) Our board members understand their spiritual gifts, strengths and social styles to help them better connect to each other and to our senior staff members.

2. Board-Top Leader Synergy

- 1) Our board invests time for regular fellowship with each other and the top leader to maintain healthy relationships and to nurture camaraderie and commitment.
- 2) Our board members and top leader hold each other accountable to attend to their spiritual health by practicing various soul care exercises, such as spiritual direction, devotional reading, and prayer retreats.
- 3) Our board makes it a priority to protect the top leader's personal time, ensuring the top leader has a life outside the doors of the ministry.
- 4) Our board does a self-assessment after every board meeting to enrich engagement.
- 5) Our board annually reviews and approves the compensation (including fringe benefits) of the top leader. We also assess the compensation alongside comparable data at least every three years to maintain appropriate top leader remuneration.
- 6) Our board has a written emergency plan for the top leader transition and reviews it annually.

3. Intentionality

- 1) Our board meetings operate with a clear meeting agenda that reflects diligent preparation and aims at achieving the desired results with efficiency and effectiveness.
- 2) Our board has a dynamic written policies document such as a “Board Policies Manual” to ensure that both long-standing and any new board policies are easily accessible by the board and staff.
- 3) We use a Prime Responsibility Chart (PRC), or similar approach, to eliminate fuzziness between board and staff roles.
- 4) Our board is careful to focus on strategy and policy rather than on operational issues. Our goal is the 80/20 rule, spending 80% of our time looking ahead and 20% looking back.
- 5) Our board evaluates and prioritizes risks regularly, taking appropriate steps to mitigate significant risks, and trusting staff to address remaining risks and report accordingly.
- 6) Our board commits to protecting all of God’s children, regardless of age, within our community from abuse—verbal, emotional, physical, and sexual.

4. Faithful Administration

- 1) Our ministry has a conflicts of interest policy and applies it in every applicable situation, including recusing board members from the vote and the meeting when appropriate.
- 2) Our board has a keen awareness of federal, state, and local laws that apply to the ministry and are informed of the ministry's compliance with these laws.
- 3) Our board monitors temporarily restricted gift balances to ensure timely use of these funds and adopts a gift acceptance policy which stipulates gifts that require board approval.
- 4) Our board prioritizes the protection of ministry assets by implementing appropriate financial controls to prevent physical and digital fraud.
- 5) Our board annually approves a reasonable operating budget that supports the ministry's strategic plan, while maintaining adequate cash reserves, enabling the ministry to timely meet all of its financial obligations. Our board receives accurate and timely reporting that communicates financial trends, financial viability, reserves, and budget compliance.
- 6) Our ministry demonstrates accountability by making financial statements available upon written request and by pursuing peer accreditation, when appropriate, related to standards of responsible stewardship.

5. Structure and Style

- 1) The appointment of board members follows a process that aims at locating qualified servants, and the selection process for our board chair demonstrates the importance of the position.
- 2) The size of our board is conducive to efficient and effective board meetings that enable each board member to contribute. We only create and maintain standing committees that have a clear and essential function that is aligned with appropriate board governance roles and responsibilities.
- 3) The majority of our board members are independent (for example, not staff members or related to staff members or each other) and serve within term limits to ensure that the board's composition stays fresh in relationship to the governance needs of the ministry.
- 4) The frequency of our board meetings has the right pace to engage the board in meaningful and clear agendas. The length and location of our board meetings is designed to maximize the board's attention for the duration of the meeting.
- 5) For every agenda action item, the staff presents the board with the draft of a resolution to avoid crafting resolutions from scratch during a board meeting. The minutes of our board meeting are recorded on a contemporaneous basis and reviewed at a subsequent board meeting.
- 6) Our board has a formal orientation (or onboarding) process for new board members.

6. Culture

- 1) Our board has a high passion for the ministry's mission, vision, and values. We ensure that our programs align with them.
- 2) All board members sign an annual commitment form to affirm in writing their willingness to fulfill their board responsibilities, including exhibiting self-discipline, trustworthiness, and proactive service by reading board materials in advance, faithfully attending, listening during meetings, and following-up on assignments.
- 3) We are lifelong learners who ask powerful questions in pursuit of information and perspectives to make informed decisions that honor our Lord Jesus Christ.
- 4) Our board members understand the difference between the governance hat, the volunteer hat, and the participant hat, and when to wear each hat, so their service models integrity and appropriateness.
- 5) The board demonstrates the importance of confidentiality, and members speak with one voice or not at all.
- 6) Our board members serve as role models for the ministry by functioning as a healthy, loving community of grace and truth.

Board Membershape

Board Nomination Considerations

(Scoring: 1 = Weak, 10 = Strong)

Beliefs and Faith

• Christian	1	2	3	4	5	6	7	8	9	10
• Integrity	1	2	3	4	5	6	7	8	9	10
• Reputation	1	2	3	4	5	6	7	8	9	10
• TBS Core Beliefs	1	2	3	4	5	6	7	8	9	10

Circles of Influence

• GFUMC Member	1	2	3	4	5	6	7	8	9	10
• Affiliate Churches	1	2	3	4	5	6	7	8	9	10
• Citywide	1	2	3	4	5	6	7	8	9	10
• Houston	1	2	3	4	5	6	7	8	9	10
• Regional	1	2	3	4	5	6	7	8	9	10
• State	1	2	3	4	5	6	7	8	9	10
• National	1	2	3	4	5	6	7	8	9	10
• International	1	2	3	4	5	6	7	8	9	10

Diversity

• Denominational	1	2	3	4	5	6	7	8	9	10
• Ethnic	1	2	3	4	5	6	7	8	9	10
• Gender	1	2	3	4	5	6	7	8	9	10

Experience and Skills

• Administration	1	2	3	4	5	6	7	8	9	10
• Business	1	2	3	4	5	6	7	8	9	10
• Community	1	2	3	4	5	6	7	8	9	10
• Education (K-12)	1	2	3	4	5	6	7	8	9	10
• Ed. (Higher)	1	2	3	4	5	6	7	8	9	10
• Finance	1	2	3	4	5	6	7	8	9	10
• Fundraising	1	2	3	4	5	6	7	8	9	10
• Government	1	2	3	4	5	6	7	8	9	10
• Leadership	1	2	3	4	5	6	7	8	9	10
• Legal	1	2	3	4	5	6	7	8	9	10
• Ministry	1	2	3	4	5	6	7	8	9	10
• Networking	1	2	3	4	5	6	7	8	9	10
• Recruiting	1	2	3	4	5	6	7	8	9	10

2011-12 GFUMC-Centric	2012-2015 West Houston - Katy Focus	2015-2025 National Focus	2025-Day of the Lord National and International Focus
Board Chair Founding STF Leader • Dedicated Christian • GFUMC Member • Fully Support TBS Mission • High Integrity • Leadership Skills • Organizational Skills • Interpersonal Skills Board Members Founding STF Members • Dedicated Christian • GFUMC Member • Fully Support TBS Mission • High Integrity • Business/Financial Acumen • Time & Willingness to do Detailed Work and Analysis Focus Activities • Seek & incorporate best practices of other Seminaries • Formulate & approve policies • Develop BoD Succession Plan • Recruit community-level board members • Branding and community recognition	Board Chair Recognizable Community Leader • Dedicated Christian • Dedicated Church Member • Fully Support TBS Mission • High Integrity • Local/National Recognition • Well Connected in the Community • Church/Seminary Leadership Experience • Business/Financial Acumen • Leadership Skills • Organizational Skills • Interpersonal Skills • Stage Presence (Can work the crowd) Board Members Local Church and Community Leaders • Dedicated Christian • Dedicated Church Member • Fully Support TBS Mission • High Integrity • Business/Financial Acumen • Visible Diversity • Community Recognition Focus Activities • Execute BoD Succession Plan • Recruit national-level board members • Guide Accreditation Process • Fund Raising • Secure Facilities	Board Chair Recognizable National Leader • Dedicated Christian • Dedicated Church Member • Fully Support TBS Mission • High Integrity • National Recognition • Well Connected Nationally • Seminary Leadership Experience (Administrative &/or Board Level) • Business/Financial Acumen • Leadership Skills • Organizational Skills • Interpersonal Skills • Stage Presence (Can work the crowd) Board Members Community and National Leaders • Dedicated Christian • Dedicated Church Member • Fully Support TBS Mission • High Integrity • Business/Financial Acumen • Visible Diversity • Community or National Recognition Focus Activities • Recruit National and International-level Board Members • International Focused Development Strategy • Fund Raising	Board Chair Recognizable Global Leader • Dedicated Christian • Dedicated Church Member • Fully Support TBS Mission • High Integrity • National and International Experience and Reputation • Well Connected Globally • Seminary Leadership Experience (Administrative and/or Board Level) • Business/Financial Acumen • Leadership Skills • Organizational Skills • Interpersonal Skills • Stage Presence (Can work the crowd) Board Members Community, National and International Leaders • Dedicated Christian • Dedicated Church Member • Fully Support TBS Mission • High Integrity • Business/Financial Acumen • Visible Diversity • Community, National and International Recognition Focus Activities • Sustain TBS Mission • Fund Raising

Board Nomination Form



THE BIBLE
SEMINARY

LIFE · LEADERSHIP · LEGACY

TBS Board Nomination Form

Key Verse

"They read from the book of the Law of God, making it clear and giving the meaning so that the people could understand what was being read." - Nehemiah 8:8

Vision: The Bible Seminary (TBS) exists to glorify God by impacting multitudes of souls for Christ and to help fulfill the Great Commission by the power of God's Spirit.

Mission: Our mission is to foster biblical literacy through studies of all 66 books of the Bible, cultivate professional and lay leadership skills, and deploy trained Christian disciples in service worldwide.

Core Values

Lordship: Because He is Lord we will continually ask Jesus to sit on the throne of the seminary and lives involved to the glory of God.

Bible: The Bible is the fully true Word of God, we will offer and require the study of all 66 books of the Bible.

Prayer: Because apart from Him we can do nothing (John 15:5), we will continually seek to plug into the Vine Jesus Christ through yielding to Him in prayer. We will offer a unique emphasis on prayer, integrated with the curriculum, in classroom settings, meetings, and continual prayer opportunities in the life of the seminary.

Unreached Peoples: The return of Christ awaits the evangelization of all people groups, we will keep our eye on the unreached peoples of the world and train our students to have a heart for the fulfillment of the Great Commission.

Local Church: Because the church universal (the body of Christ) is God's plan (Matthew 16:18), comprised of local churches (Acts 20:28; Romans 16:3-5; Acts 5:42), we will have a symbiotic relationship of service, training and education with local churches and parachurch ministries.

Community: Because we were created for community (Genesis 1:26; Hebrews 10:24-25), we will seek to build a unique fellowship where we continually grow together in relationship and as followers of Christ, seeking to live as examples of biblical community, where authenticity and accountability are practiced, and where integrity is modeled and taught (Romans 12:4-5; Acts 2:42-47; 4:32-35).

Compassion: God has a huge heart for the poor and overlooked, therefore we will strive to motivate, equip and train students to minister to "the least of these" as a lifestyle.

2026-27

Instructions

1. **Do not** contact the candidate (no false expectations)
2. Complete the data fields to the best of your ability
3. You can submit multiple candidates on the same form (copy the data fields as often as needed)
4. Submit form to Adam Peters, Nominations Committee Chair, at adam.peters@airliquide.com.

Candidate Name: Judy

Gender:

Family:

Church Affiliation:

Experience/Accomplishments:

Recommended by:

TBS Student Survey

As a current student at The Bible Seminary, thank you for taking time to complete this survey as we work together to continue to improve our effectiveness in glorifying God by training Christian believers in a context of biblical community in all 66 books of the Bible so that they can serve the local church and fulfill the Great Commission by the power of God's Spirit. Responses are confidential and will be reported in summary form only.

Last Name _____ First Name _____ MI _____

Expected year of TBS graduation _____ Expected degree(s) _____

Describe your anticipated career after graduation. If unsure, include your current considerations:

If you are currently employed, what is your current position (title, organization, location)?

Is your current employment directly related to TBS training? ☐ Yes ☐ No ☐ Somewhat (explain)

Please share your suggestions for any improvements in ACADEMICS (classes, programs):

Please share your suggestions for any improvements in FACILITIES and EQUIPMENT:

Please share your suggestions for any improvements in FINANCES:

Please share your suggestions for any improvements in PERSONNEL:

Please share your suggestions for any improvements in LEARNING RESOURCES:

Please share your suggestions for any improvements in STUDENT SERVICES:

Additional comments:

Facility Inspection Form

✓=OK, X=Needs Attention

Date: _____ By: _____

Fire Extinguishers	Gauge	Pin	Visual	In Service	Location
263				Aug-22	Hallway exit from 263
250				Aug-22	Hallway exit from 250
270				Aug-22	Hallway exit from 270
265				Jan-19	Outside door 265

Smoke Detectors	Test	Visual		In Service	Location
263 West				Aug-22	Main entry door 263
263 East				Aug-22	Hallway exit 263
250 West				Aug-22	Main entry door 250
250 East				Aug-22	Hallway exit 250
270 West				Aug-22	Main entry door 270
270 East				Aug-22	Hallway exit 270
265				Jan-19	Outside door 265

Assembly Areas	Access	Usable		Location
Primary - Fire				GSWEC Sign, SW Corner of Parking Lot
Severe Weather				Interior Hallways, outside 250/270
Secondary - Fire				GSWEC Covered Storage, E of Bldg

Visual Inspection	263	250	270	265	Comments
Doors, Exit Pathways					
Windows					
Ceilings, Walls, Floors					
Furniture, Appliances					
Projectors, Equipment					
Lighting, Electrical					
Common Areas, Grounds					
AC Filters, Grills, Thermostats					

Notes/Actions Needed:

Replace Thermostat Batteries annually in January/February

Replace Fire Extinguishers Every 12 Years or as Inspections Indicate

Replace Smoke Detectors Every 10 Years

Review Monthly Inspections, Annual Board Report, and Comp. Strategic Plan annually in June

Revised 08-19-2022

Facility Inspection Action Log

(Actions taken to correct items noted during monthly inspections)
(For actions not documented on the Monthly Fire & Facility Inspection Form)

[illegible]

TBS Evaluation Summative Report

Evaluation Summative Report and Remarks: (Semester, Year, Course, Faculty)

Course

--

Semester

--

Instructor

--

Number of Evaluations Distributed

	%
--	---

Number of Evaluations Received

	%
--	---

Question 1: I read assigned materials and completed assignments by the due date.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 2: I participated in class and asked questions.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 3: I found myself enthusiastic about learning this subject.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 4: The workload was appropriate for a graduate course.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 5: The professor was available outside of class (office visits, phone calls, e-mail, etc.)

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 6: Assignments required understanding, original thought, or creative thinking and contributed to my learning.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 7: The professor provided helpful feedback regarding my academic performance in a timely manner.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 8: The professor fostered a positive learning environment by treating students fairly and impartially and challenging them in a positive way.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 9: The professor encouraged respectful discourse of ideas and experiences for differing viewpoints or backgrounds.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 10: The professor was prepared, well organized, clear, and informative.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 11: The professor was knowledgeable of the course content.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 12: The professor used class time effectively and began and ended class on time.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 13: The professor seemed genuinely concerned with my learning in this course.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 14: The professor sought to apply the subject matter to my spiritual life.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	0
--	---

Question 15: The professor stimulated my interest in the subject matter of the course.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 16: The syllabus clearly outlined student expectations and course content.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 17: TBS facilities are safe and adequate to support and maximize student success.

Strongly Agree

	%
--	---

Agree

	%
--	---

Neutral

	%
--	---

Disagree

	%
--	---

Strongly Disagree

	%
--	---

Question 18: What suggestions would you offer to your professor to improve his or her effectiveness? This could include additional resources and/or assignments for this course that would be helpful in current thinking and future ministry.

--

Question 19: If applicable, what could be done to improve the Distance Education experience?

--

Question 20: Is there anything else you would like TBS to know regarding your experience in this course, and/or how it has contributed to your overall experience as a seminary student?

--

Summative Remarks from Faculty

--

Responsive Remarks from Lecturer

--

First and Last Name and Signature

Date

--	--

First and Last Name and Signature

Date

--	--

TBS Distance Education Evaluation

Course Name/Semester _____

Course Instructor _____

Rate the following: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

- _____ Course policies and procedures were clearly presented.
- _____ After completing this course, my knowledge in this topic has increased.
- _____ My identity was verified throughout the course.
- _____ The technology used met my expectations and educational needs.
- _____ An instructor was available to answer questions.
- _____ Instructor response to questions was quick and thorough.
- _____ This course provides opportunities for students to engage and interact.
- _____ Tools, such as quizzes, exercises, and/or projects, were included in the course content.
- _____ There was sufficient content and materials provided in this course.
- _____ I would recommend this course to others.
- _____ I would take another course from this education provider.

Any additional comments regarding this course, the provider or the instructor?

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Katy, TX 77450

281-646-1109 (Phone)

Info@TheBibleSeminary.edu
TheBibleSeminary.edu

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Comprehensive Assessment Plan

Latest Revision: 8/7/2026
Current Version: Board-approved July 2024
Original Version: Board-approved May 2014