

VIRGINIA BEACH THEOLOGICAL SEMINARY

2020–21 Institutional
Assessment Plan

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2020-21 Institutional Assessment Plan

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Introduction

The *Institutional Assessment Plan* (IAP) is the seminary's benchmark for its internal evaluation policies and procedures. The IAP serves a three-fold purpose. First and foremost, the IAP functions as the seminary's mechanism for determining the extent to which it is effectively accomplishing its mission. Second, the IAP commits the seminary to developing objective research data which is immediately applicable to institutional change. Finally, the IAP ensures that the seminary achieves performance levels which meet national norms and the standards of accredited higher education.

Toward these ends, the *Institutional Assessment Plan* is ordered around three indispensable priorities. First, the IAP is comprehensive in scope, addressing the full spectrum of the institution's mission, functions, and personnel. Second, it is objective in approach. Rather than elaborating at length on principle, method, and theory, this IAP emphasizes implementation by identifying specific targets, timetables, and responsible parties in order to ensure demonstrable progress in the practice of institutional effectiveness. Third, this IAP is measurable, in that its objective approach provides the basis for determining the extent to which is implemented, utilized, and effective in supporting the mission of the institution.

Finally, the *Institutional Assessment Plan* is applicable to the larger context of institutional effectiveness. The relevance of the *Institutional Assessment Plan* is evident when understood in the context of its relationship to the *Strategic Plan* and the *Annual Budget Plan*. These three plans comprise an interdependent triad which works to secure the success of the seminary. The *Institutional Assessment Plan* conducts research, evaluates data, and advances recommendations which form the basis for the *Strategic Plan* to advance the mission of the institution. The results of the *Strategic Plan* inform the composition of the *Annual Budget Plan*. The consequence of this cycle is institutional change. The Institutional Assessment Plan provides for the documentation of this change, thus "closing the loop" by demonstrating the function of this cycle. Thus, the *Institutional Assessment Plan* is a key component to this continuous cycle, and is therefore vital to the institution's operation, improvement, and success.



1. Evaluation Principles, Policies, and Personnel

1.1 Assessment Personnel

1.1.1 The Board of Trustees has primary oversight of the Institutional Assessment Program, with ownership assigned to the governance committee. Standing committees of the board oversee and report assessment activities within their respective domains.

1.1.2 The Governance Committee of the board of trustees functions in an advisory and oversight capacity for the activities of strategic planning and institutional assessment. The governance committee will assist the director of institutional effectiveness in the effort to (1) identify support needed to advance and implement assessment activities on the campus, and (2) advocate a culture of assessment and data-driven decision-making to improve learning outcomes and administrative services.

1.1.3 The Director of Institutional Effectiveness is tasked with the immediate oversight and implementation of the Assessment Plan. The academic dean will advise and assist the director of institutional effectiveness in overseeing the assessment of program outcomes and student learning outcomes at VBTS. The academic dean will, in cooperation with the president, the faculty, and the director of institutional effectiveness, ensure that assessments regarding academic programs, faculty, and student learning outcomes are performed in compliance with the IAP, the results reported to the academic committee, and used to inform academic decisions.

1.1.4 The Assessment Committee

1.1.4.1 The director of institutional effectiveness provides leadership for the research and analysis committee. The director of institutional effectiveness provides the organization of regular committee meetings, distributes responsibilities to the appropriate team members, schedules and tracks the progress of assessment activity, and assistance and direction in the composition of narratives and evidence for compliance with the institution's accrediting agency.

1.1.4.2 The assessment committee consists of the director of institutional effectiveness, the operations manager, the director of library services, the registrar, and the director of admissions. The committee will conduct research, analyze results, and formulate recommendations concerning the entire scope of the institution in keeping with the guidelines articulated in this Assessment Plan.

1.2 Assessment Principles

1.2.1 The Task of Institutional Assessment

The **task** of institutional assessment is to produce objective data, to evaluate the data, to draw conclusions concerning the effectiveness of the institution, and to recommend change.

1.2.2 The Objective of Institutional Assessment

The **objective** of institutional assessment is continuous institutional improvement.

1.2.3 The Scope of Institutional Assessment

The **scope** of institutional assessment is comprehensive, involving all aspects of the institution.

1.2.4 The Authorization of Institutional Assessment

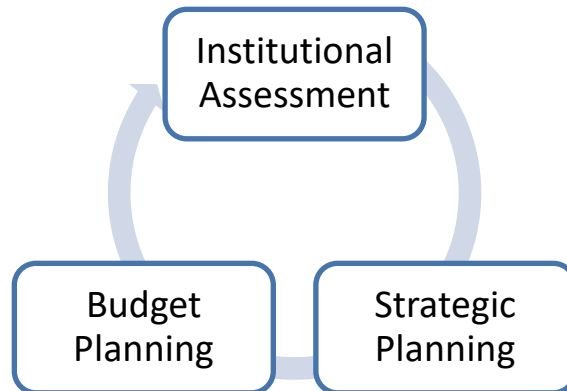
The **authorization** for the work of institutional assessment is the governing board, and its designation of personnel, its approval of the assessment plan, and its commission to undertake the work of institutional evaluation.

1.2.5 The Benchmark of Institutional Assessment

The **benchmark** for institutional assessment is the body of written outcomes, objectives and standards which are descriptive of the institution and its supporting domains.

1.2.6 The Role of Institutional Assessment

The **role** of institutional assessment is to provide the basis for strategic planning, which in turn provides the basis for budget planning. The triangulation of institutional assessment, strategic planning and budget planning establishes a continuous cycle of institutional change and progress:



1.3 Assessment Domains

Publications and Policies

- Constitution
- Board Manual
- Catalog
- Website
- Faculty/Staff Manual
- Student Handbooks
- Institutional Assessment Plan
- Policy and Procedures Manual

Personnel

- Governing Board
- Administration
- Faculty
- Staff

Academic Programming

- Student Learning Outcomes
- Program Learning Outcomes
- Institutional Learning Outcomes

Student Services

- Academic Services
- Technology Support
- Spiritual Edification
- Financial Aid

Operations

- Financial Operations
- Student Recruiting
- Student Admissions
- Safety and Security

Facilities and Equipment

- Maintenance
- Equipment Repair and Replacement
- Capital Improvement



2. Evaluation Procedures

2.1 Publications

2.1.1 Publication Domains

The seminary organizes its publications, and the policies and procedures contained therein, into four distinct domains: foundational, public relations, academic, and operational.

2.1.1.1 Foundational Publications

The institution's foundational publications include the Constitution and Board Manual. Of special importance is the maintenance and review of the Mission Statement and the Educational Objectives, which are contained in the Constitution. The president provides oversight of the foundational publications.

2.1.1.2 Public Relations Publications

The website, catalog, the monthly Exposition newsletter, and all promotional materials consist of the seminary's public relations publications. The Director of Admissions provides oversight for the public relations publications.

2.1.1.3 Academic Publications

The Student Handbook, as well as the special handbooks for the online and postgraduate program, are academic publications, and therefore are overseen by the academic dean.

2.1.1.4 Operational Publications

The Faculty/Staff Handbook, the Policies and Procedures Manual, and the Institutional Assessment Plan are regarded as the seminary's operational publications. These are overseen by the operations manager and the director of institutional effectiveness.

2.1.2 Implementation of the Evaluation

The table below explains the plan for executing the evaluation of all publications by means of (1) organizing the documents in alignment with their respective domains, (2) identifying oversight for the evaluation, and (3) specifying the timetable and criteria for the evaluation.

Table 2.1. Evaluation of Publications

	Foundational Publications	Public Relations Publications	Academic Publications	Operational Publications
Oversight	President	Director of Admissions	Academic Dean	Operations Manager & Dir. of Inst. Effect.
Documents	Constitution Board Manual Mission Statement Edu. Phil. Statement	Website Promotional Materials Catalog <i>The Exposition</i>	Student Handbook MBS Online Handbook ThM Handbook DMin Handbook	Faculty/Staff Handbook Policies and Procedures Manual Assessment Plan
Timetable	Sept-Dec: odd years	Sept-Dec: odd years	Sept-Dec: even years	Sept-Dec: even years
Criteria	<p><u>Format</u> Professionalism of Layout Accuracy in Spelling and Grammar Organization and Clarity of Presentation</p> <p><u>Content</u> Accuracy Currency Internal Consistency Mission Consistency Comprehensiveness</p>			

2.2 Personnel

2.2.1 Personnel Domains

2.2.1.1 Evaluation of the Board

Members of the board will perform a self-evaluation on an annual basis. The evaluation will have two areas of focus. The first area of focus concerns the service of the individual board member. The second area of focus concerns the performance of the board as a whole. The method of evaluation will be through a survey and analysis of survey results.

The board will evaluate each of these two areas by means of the following process:

1. Data gathering through survey instruments;
2. A written analysis of the data;
3. A written evaluation report to the board summarizing the data and the analysis of the data;
4. Documentation in the form of board minutes indicating that the evaluation report was approved by the board, as well as any changes adopted by the board in response to the evaluation report.

The chair of the governance committee will provide oversight for the implementation of the evaluation, in keeping with the timeframes indicated in the

evaluation schedule. The criteria for both individual service and collective performance are derived from the board manual.

2.2.1.2 Evaluation of Administration

Members of the administration have a job performance evaluation on an annual basis. The executive committee shall have the responsibility and authority to evaluate the performance of the president on an annual basis, with a full presentation of their findings to the board. Remaining members of the administration are evaluated by their respective supervisors as reflected in the institution's organizational chart. The basis for the performance evaluation is the official job description, as posted in the Job Description Manual. The purpose of the evaluation is to protect the interests of the institution (through maximum effectiveness of job performance) as well as the employee (through providing appropriate moral and professional support). The evaluation instrument for performance evaluations reflects these standards. Supervisors will review evaluations with those being evaluated, include appropriate commendations and recommendations, and provide feasible action plans if necessary.

2.2.1.3 Evaluation of Faculty

Members of the faculty have a job performance evaluation on an annual basis. The academic dean is responsible for conducting evaluations of all faculty members. The basis for the performance evaluation is the official job description for faculty members, as posted in the Job Description Manual. The purpose of the evaluation is to protect the interests of the institution (through maximum effectiveness of job performance) as well as the faculty member (through providing appropriate moral and professional support). The evaluation instrument for performance evaluations reflects these standards. The academic dean will review performance evaluations with each faculty member, include appropriate commendations and recommendations, and provide feasible action plans if necessary.

2.2.1.4 Evaluation of Staff

Support staff employees have a job performance evaluation on an annual basis. Immediate supervisors, as indicated in the posted Organizational Chart, are responsible for conducting evaluations of their respective support staff. The basis for the performance evaluation is the official job description, as posted in the Job Description Manual. The purpose of the evaluation is to protect the interests of the institution (through maximum effectiveness of job performance) as well as the staff member (through providing appropriate moral and professional support). The evaluation instrument for performance evaluations reflects these standards. The immediate supervisor will review performance evaluations with each member of their respective support staff, include appropriate commendations and recommendations, and provide feasible action plans if necessary.

2.2.2 Evaluation Criteria

All governing personnel and all employees will participate in annual evaluations to ensure actual performance of duties corresponds with job descriptions. Given this objective,

governing personnel and employees will be evaluated solely on the basis of the objective criteria specified by their respective job descriptions. Job descriptions are located in the *Job Description Manual*.

2.2.3 Implementation of the Evaluation

The table below explains the plan for executing the evaluation of all personnel by means of (1) organizing personnel according to their respective domains, (2) identifying oversight for the evaluation, and (3) specifying the timetable and criteria for the evaluation.

Table 2.2. Evaluation of Personnel

	Board & CEO	Administration	Faculty	Staff
Oversight	Chair of the Board & Chair of the Governance Committee	President	Academic Dean	Operations Manager
Personnel	Members of the Board President	Academic Dean Operations Manager Chief Financial Officer	Registrar Faculty	Librarian (Librarian Assistant via Librarian) Director of Admissions Administrative Assistant Special Projects Manager
Timetable	Spring (annually)	Spring (annually)	Spring (annually)	Spring (annually)
Criteria	Criteria for board performance appears in the <i>Board Manual</i> (sections 2 and 3) Criteria for board member performance appears in <i>Board Manual</i> (section 1) Criteria for job descriptions as published in the <i>Policies and Procedures Manual</i>			

2.3 Academic Programming

2.3.1 Measures

Various methods of evaluation will be employed in order to provide the best possible body of evidence to determine the extent of student learning. These methods will include analysis of retention rates, completion rates, graduation rates, job placement rates, and student success rates for licensing exams (if applicable). The methods will be both qualitative and quantitative. Additionally, the evaluation of student learning will utilize both direct and indirect measures.

2.3.2 Benchmarking

Academic programs will be benchmarked, both externally and internally, as part of the evaluation process. External benchmarking will compare the curriculum and program to similar programs that are nationally recognized. The faculty will conduct an internal benchmarking of the program, comparing evidence for learning with an evaluation rubric for determining the degree to which the curriculum successfully achieves program learning outcomes.

2.3.3 Learning Outcome Domains and Correlation

The evaluation of academic learning outcomes correlates student learning outcomes with program learning outcomes and institutional learning outcomes, and all outcomes with the institutional mission.

2.3.3.1 Student Learning Outcomes (SLO)

Each course syllabus articulates student learning outcomes. Designated faculty, in keeping with SLO schedule and evaluation instrument, will utilize the course syllabus, completed student evaluations, and personal observation to assess the degree to which these intended outcomes have been achieved.

2.3.3.2 Program Learning Outcomes (PLO)

The seminary catalog articulates program learning outcomes. Designated faculty, in keeping with PLO schedule and evaluation instrument, will utilize direct and indirect measures to assess the degree to which these intended outcomes have been achieved.

The evaluation of program learning outcomes serves as the pivotal evaluation which accounts for the coherence of student, program, and institutional learning outcomes.

2.3.3.3 Institution Learning Outcomes (ILO)

The seminary's *Institutional Objectives* are institution's learning outcomes, and as such represent the practical implementation of the mission of the seminary. The Institutional Objectives state:

As a result of receiving a degree from Virginia Beach Theological Seminary, the graduate will be able to:

Exegete the various portions of the biblical text in terms which account for its historical and literary contexts, with a view toward understanding the intention of the author.

Correlate the results of exegetical studies into theological expressions that are clear, coherent, historically informed, and culturally relevant.

Communicate the results of exegetical and theological studies in formats relevant to ministry and global mission.

Serve effectively in those ministry capacities for which the particular degree program was intended to provide preparation.

Learning outcomes will also be evaluated for their appropriateness in advancing the mission of the seminary. The board will periodically review the Institutional Learning Outcomes for appropriateness to the mission and document the review in meeting minutes. The faculty will periodically review the appropriateness of program learning outcomes and course (student) learning outcomes and document the review in meeting minutes. The faculty will describe the appropriateness of PLO and SLO to the mission through the development of SLO to PLO maps, and PLO to ILO maps. These maps are published in the appendices.

2.3.4 Utilization

The results of resident program evaluations will be utilized to advance recommendations for the improvement of curriculum, the formation of strategic planning, and recommendations for budget planning.

2.3.5 Availability

Summary results of aspects of program evaluations, including retention rates, graduation rates, and job placement rates will be made available to the public in an easy to understand format. Complete results will be made available to the board. Results may be made available to other constituencies at the discretion of the board or the administration.

2.3.6 Distance Education

The seminary offers the Master of Biblical Studies in a distance education format. The effectiveness of this program, as delivered by distance mode, is evaluated independently from the same program offered in residence. The independent evaluation of this program, in addition to the criteria and measures employed for the resident program, will also employ the Interregional Guidelines for the Evaluation of Distance Education as a benchmark for evaluation.

2.3.7 Credit Hour

The seminary periodically reviews its definition of a credit hour to ensure that it complies with federal requirements.

2.3.8 Implementation of the Evaluation

The evaluation of an academic program will take place in conjunction with the assessment of the curriculum within the program. The evaluation will follow a process which will consist of the following steps:

- Review of present program status
- Review of pertinent accreditation requirements
- Review of present program learning outcomes and institutional learning objectives
- Review of criteria and measures for evaluation
- Consideration of direct measures, or the measurement of student learning that observes and assesses student knowledge, skills, and thought processes. The primary evidence for the program review will be the evidence of capstone courses or capstone projects.
- Consideration of indirect measures, or the measurement of student learning by means of perceptive and subjective evidence. Examples of indirect measures include course surveys, graduation surveys, graduation rates, continuation rates, job placement rates.
- Utilization of the program evaluation rubric for assessing the effectiveness of program learning outcomes.
- A SWOT analysis based on the introduction of evidence and the evaluation of the achievement of the program learning outcomes.
- Conclusions and Recommendations

Table 2.3.1 Evaluation of Student Learning Outcomes

	Graduate Resident	Graduate Online	Postgraduate
Oversight	Faculty	Faculty	Faculty
Student Learning Outcomes	see course syllabi	see course syllabi	see course syllabi
Timetable	2019, 2022	2020, 2023	2021, 2024
Criteria	<p><u>Proficiency</u> of learning as defined by student learning outcomes stated in the course syllabus</p> <p><u>Appropriateness</u> to the seminary’s mission, educational philosophy, and learning objectives</p> <p><u>Success</u> of student learning as defined by student learning outcomes stated in the course syllabus</p>		
Measures	<p><u>Direct Measures</u>: measurement of student learning that observes and assesses student knowledge, skills, and thought processes.¹ Direct measures are demonstrable and objective. Examples of direct measures include quizzes, tests, writing samples, writing projects, portfolios, presentations, oral exams, internship experiences, capstone projects, rubrics.</p> <p><u>Indirect Measures</u>: measurement of student learning that requires “students to reflect or self-assess their own knowledge, skills, and thought processes.”² Indirect measures are perceptive and subjective. Course surveys will serve as the primary indirect measure for the assessment of student learning outcomes.</p>		

Table 2.3.2 Evaluation of Program Learning Outcomes

	M.Div.	MBS	MBS Online	MTS	D.Min
Oversight	Academic Dean & Program Head	Academic Dean & Program Head	Academic Dean & Program Head	Academic Dean & Program Head	Academic Dean & Program Head
Program Learning Outcomes	see Catalog	see Catalog	see Catalog	see Catalog	see Catalog
Timetable	2019 2024	2020 2025	2021 2026	* 2027	** 2028

¹“Direct and Indirect Measures of Assessment.” Unpublished presentation. University of North Carolina at Chapel Hill. https://studentaffairs.unc.edu/sites/studentaffairs.unc.edu/files/documents/Direct%20and%20Indirect%20Measures_0.pdf.

² Ibid.

	M.Div.	MBS	MBS Online	MTS	D.Min
Criteria	<p><u>Proficiency</u> of learning as defined within the Program Evaluation Rubric</p> <p><u>Appropriateness</u> to the seminary’s mission, educational philosophy, and learning objectives</p> <p><u>Adequacy</u> of enrollment to support a viable learning community within the program</p> <p><u>Comparability</u> of curriculum to national norms</p> <p><u>Success</u> of program in terms of graduation (completion) rates and job placement rates. TRACS benchmarks minimum completion rates at 50% and minimum job placement rates at 70%.</p> <p>*program launched in 2019; 2027 selected for program assessment period in order to provide sufficient time for a sample of graduates to evaluate.</p> <p>**program launched in 2018; 2028 selected for program assessment period in order to provide sufficient time for a sample of graduates to evaluate.</p>				
Measures	<p><u>Direct Measures</u>: measurement of student learning that observes and assesses student knowledge, skills, and thought processes.³ Direct measures are demonstrable and objective. Examples of direct measures include quizzes, tests, writing samples, writing projects, portfolios, presentations, oral exams, internship experiences, capstone projects, rubrics.</p> <p><u>Indirect Measures</u>: measurement of student learning that requires “students to reflect or self-assess their own knowledge, skills, and thought processes.”⁴ Indirect measures are perceptive and subjective. Examples of indirect measures include course surveys, graduation surveys, graduation rates, continuation rates, job placement rates.</p>				

2.4 Student Services

Student Services facilitate the needs of students in four distinct areas: academics, operations, community, and finances.

2.4.1 Personnel Domains

2.4.1.1 Academic Services

Academic services include academic advising (including the preparation of graduation plans), career counseling, the entirety of library services, and student records. The academic dean provides oversight for the seminary’s academic services.

2.4.1.2 Operational Services

Operational services include Populi functionality and training, tech support, general information and office assistance, and job placement. The Director of Admissions provides oversight for the seminary’s operational services.

³“Direct and Indirect Measures of Assessment.” Unpublished presentation. University of North Carolina at Chapel Hill. https://studentaffairs.unc.edu/sites/studentaffairs.unc.edu/files/documents/Direct%20and%20Indirect%20Measures_0.pdf.

⁴ Ibid.

2.4.1.3 Community Services

Community services are directed to meeting the spiritual needs of the seminary community, and consist of chapel, special events, and the Women of VBTS program. The president provides oversight for the seminary’s community services.

2.4.1.4 Financial Services

Financial services include the maintenance of financial records, billing, financial counseling, the administration of scholarships, and the facilitation of financial aid made available to students through federal programs. The business manager provides oversight for the seminary’s financial services.

2.4.2 Implementation of Evaluation

Table 2.4. Evaluation of Student Services

	Academic Services	Operational Services	Community Services	Financial Services
Oversight	Academic Dean	Director of Admissions	President	Business Manager
Student Services	Academic Advising Career Counseling Library Services Student Records	Populi training Populi functionality Student Tech Support Information Office Assistance Job Placement	Chapel Seminary Wives Special Events	Financial Records Billing Financial Counseling Scholarships Financial Aid
Timetable	January-April odd years	January-April odd years	January-April even years	January-April even years
Criteria	Effectiveness in view of the student body Effectiveness in view of the faculty and administration Effectiveness in view of extended constituency			

2.5 Operations

2.5.1 Operational Domains

The seminary organizes all of its operations under the umbrella of three domains: finances, admissions, and facilities.

2.5.1.1 Financial Operations

The evaluation of the financial operations of the institution considers the adequacy of finances to support its programs, the effectiveness of the management of the institution’s finances, and the efficiency of its budget planning

2.5.1.2 Admissions

The evaluation of the seminary’s admissions includes (1) the policies and processes associated with enrollment of new students, (2) the effectiveness of the investment to recruit students prior to enrollment, and (3) the effort to retain students after enrollment.

2.5.1.3 Facilities

The evaluation of the facilities includes the areas of safety, security, custodial maintenance, and equipment, as well as the interior and exterior spaces of the facility.

2.5.2 Implementation of Evaluation

Table 2.5 Evaluation of Operations

	Finances	Admissions	Facilities
Oversight	Business Manager	Director of Admissions	Director of Admissions
Operations	Adequacy of Finances Management of Finances Triangulation of Budget and Strategic Planning	Recruitment Admissions Retention	Safety Security Custodial Equipment Interior & Exterior Spaces
Timetable	January-April odd years	January-April even years	May-August odd years
Criteria	Observation of financial policies Satisfaction of the Board Compliance with TRACS standards Compliance with Government agencies Connection with Strategic Planning Degree to which short-term and long-term Strategic goals are funded	Achievement of recruitment goals Achievement of retention goals Efficiency of resources invested Observation of recruiting policies	Student satisfaction Faculty and Staff satisfaction Fulfillment of equipment repair and replacement schedule



3. Strategic Planning

3.1 Purpose and Task

The strategic planning process is the means by which Virginia Beach Theological Seminary ensures the integrity of its mission. The strategic planning process accomplishes this through identification of assessment-based priorities, establishment of relevant goals, communication with financial planning, and implementation of solutions. The *Transnational Association of Christian Colleges and Schools* (TRACS) provides detailed guidelines for the manner in which member institutions conduct strategic planning:

“The institution conducts sustained, evidence-based, and participatory discussions regarding how to effectively accomplish its mission and educational objectives. These activities form the foundation for both institutional planning and the systematic evaluation of institutional effectiveness. The results of this institutional inquiry, research, and data collection are used to establish priorities at all levels of the institution and to direct the short-term and long-term planning processes.”⁵

3.2 Scope

“The institution’s planning processes are all-inclusive in nature and lead to the development of a comprehensive institutional Strategic Plan. The Strategic Plan will address such factors as educational programs, student enrollment, staffing projections, finances, facilities, equipment, and policies and procedures for operation.”⁶

“The institution’s planning process is all-inclusive in nature and leads to the development of a comprehensive institutional Strategic Plan. Such a plan will normally address educational programs, student enrollment, staffing projections, finances, facilities, equipment, policies and procedures for operation.”⁷

3.3 Benchmarks

TRACS specifies that strategic plans for all institutions will be measured against a series of benchmarks to ensure that the plan is feasible, appropriate to the institution, and comprehensive.

⁵ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 33.

⁶ *Accreditation Manual* (TRACS: Forest, VA, 2018), 8.

⁷ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 33.

	Benchmark	TRACS Mandate
1	Exists in a form which is implemented and comprehensive	“The Institution has developed and implemented a comprehensive <i>Strategic Plan</i> based on both internal and external factors.” ⁸
2	Specifies means for achievability	“The <i>Strategic Plan</i> is in writing and includes timetables, persons responsible for implementation and the financial resources required for meeting the goals.” ⁹
3	Receives board approval and review	“The <i>Strategic Plan</i> is approved and reviewed annually by the board.” ¹⁰
4	Includes a facilities plan	“It includes a facilities plan for maintaining and upgrading facilities.” ¹¹
5	Specifies goals per area of institution	“Goals are listed in priority order for each area of the institution (such as academic, student services, financial operations, administrative, etc.).” ¹²
6	Accounts for financial history	“The planning process takes into account both income and expenditure categories for at least five years.” ¹³
7	Based on research and analysis	“The <i>Strategic Plan</i> has been developed on sound research, based on an analysis of assessment data, and involves all appropriate constituencies of the institution.” ¹⁴
8	Developed within documented meetings	“Minutes of any committee meetings related to strategic planning are maintained.” ¹⁵
9	Functions in concert with assessment and budget planning	“The <i>Strategic Plan</i> is an integral part of the institution’s on-going cycle of planning, budgeting, and assessment. Assessment data and subsequent revisions with adjusted or new goals are utilized to implement changes.” ¹⁶

3.4 Range

“The strategic planning processes include both short-range (1-2 years) and long-range (3-5 years) projections and goal setting.”¹⁷

3.5 Utilization

“The institution utilizes the results of assessments in broad-based continuous planning and evaluation processes, and incorporates them into overall strategic planning processes.”¹⁸

⁸ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 33.

⁹ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 33.

¹⁰ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 33.

¹¹ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 33.

¹² *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 33-34.

¹³ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 34.

¹⁴ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 34.

¹⁵ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 34.

¹⁶ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 34.

¹⁷ *Accreditation Manual* (TRACS: Forest, VA, 2018), 8.

¹⁸ *Accreditation Manual* (TRACS: Forest, VA, 2018), 8.

3.6 Implementation

These processes will identify priorities, set goals and timelines, and identify individuals responsible for implementation.¹⁹

“The strategic planning process includes both short-range (1-2 years) and long-range (3-5 years) projections and goal setting. The process normally identifies priorities, sets goals and timelines, and identifies individuals responsible for implementation. The institution utilizes the results of assessments in a broad-based continuous planning and evaluation process, and incorporates them into the strategic planning process.”²⁰

¹⁹ *Accreditation Manual* (TRACS: Forest, VA, 2018), 8.

²⁰ *Benchmarks for Excellence* (TRACS: Forest, VA, 2013), 33.



4. Evaluation Schedules

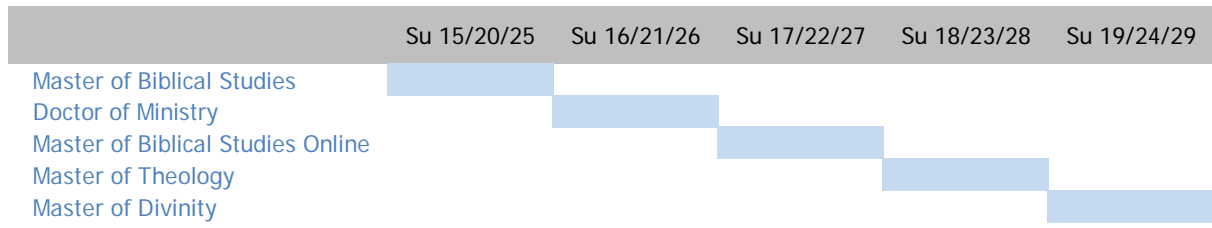
4.1 General Evaluation Schedule



4.2 Strategic/Budget Planning Schedule



4.3 Academic Program Evaluation Schedule





5. Appendices

5.1 Annual Board Approval Checklist

Board Review Requirement	TRACS Standard	Documentation in in Board Minutes (Date of Minutes)
Annual review and approval of the Faith Statement	1.2 <i>"The institution's board approves and periodically reviews the institution's Faith Statement."</i>	
Annual review and approval of the Mission Statement	2.1 <i>"The institution has a Mission Statement which is current and comprehensive, an accurate guide for the institution's operations, approved and periodically reviewed by the institution's board, communicated to the institution's constituencies, and accurately reflective of its Faith Statement."</i>	
Annual review and approval of the Institutional Objectives	3.1 <i>"The institution has adopted clearly defined written Institutional Objectives which are consistent with the institution's mission, stated in measurable terms, and approved and periodically reviewed by the institution's board."</i>	
Annual evaluation of the CEO	6.2 <i>"The institution's board appoints and periodically evaluates a full-time Chief Executive Officer (CEO) who is not the Chair of the institution's board or a Chair of any of its sub-committees, and who is granted the legal authority to fulfill the tasks defined in the written job description for this position as the individual responsible for carrying out published board policies and procedures."</i>	
Board approval of primary institutional documents	7.1 <i>"The institution's publications are board approved and include at least the following: Board Manual, Policies Manual, Catalog(s), Faculty Handbook, Student Handbook."</i>	
Regular and systematic evaluation of fiscal condition and management	11.7 <i>"The institution, at both the administrative and board levels, regularly and systematically evaluates its fiscal condition and management of its financial operations including its use of appropriate internal and external mechanisms which ensure financial stability including enrollment management, diversification of revenue resources, and realistic budgeting."</i>	
Board approval of Strategic Plan	13.1 <i>"The institution has developed and implemented a comprehensive, board approved Strategic Plan which is based on both internal and external factors."</i>	

5.2 MDiv Course to Program Map

(H=high degree of correlation; M=medium degree of correlation; L=low degree of correlation)

Courses	Program Learning Outcomes					
	Competency in Biblical Hebrew and Greek	Exegesis via Sound Methodology	Coherent Articulation of Theology	Engagement of Church History	Effective Communication of Scripture	Provide Appropriate Leadership
Mission and Evangelism				L	H	H
Intro to Biblical Counseling					H	H
Principles of Preaching		L	L		H	H
Preaching Practicum		L	L		H	H
Pastoral Practice						H
Introduction to Hermeneutics		L	H	L	M	L
Old Testament Introduction		M	M	L	M	L
New Testament Introduction	L	M			L	
Hebrew Grammar 1	H	L				
Hebrew Grammar 2	H	M				
Hebrew Ex Method 1	H	H				
Hebrew Ex Method 2	H	H				
Greek Grammar 1	H	L				
Greek Grammar 2	H	M				

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Greek Ex Method 1	H	H				
Greek Ex Method 2	H	H			L	
Theo Method, God and Script			H	L	L	
Man, Sin, Holy Spirit			H	L	L	
Christ and Salvation			H	L	L	
Church and End Times			H	L	L	
Hermeneutical Systems	L	M	M			
Early & Med Christianity			L	H		
Ref & Modern Christianity			L	H		
Baptist History			M	H		H
MDiv Comp Seminar	H	H	H	L	L	
Bible Exposition Electives						
Old Testament Electives	L	M				
Hebrew Electives	H	H				
New Testament Electives	L	M				
Greek Electives	H	H				
Ministry Electives					H	H
Theology Electives			H	L		
History Electives			L	H		

5.3 MBS Course to Program Map

(H=high degree of correlation; M=medium degree of correlation; L=low degree of correlation)

	Program Learning Outcomes		
	Biblical Interpretation	Theological Articulation	Ministry Application
Mission and Evangelism		L	H
Intro to Biblical Counseling	L	M	H
Introduction to Hermeneutics	H	L	
Hermeneutical Systems	H	M	
Old Testament Introduction	H	L	
New Testament Introduction	H	L	
Theo Method, God and Script	M	H	
Man, Sin, Holy Spirit	M	H	
Christ and Salvation	M	H	
Church and End Times	M	H	
Exposition of Romans	H	M	
MBS Comp Seminar	M	H	
History Electives		L	
Bible Exposition Electives	H	L	
Old Testament Electives	H	L	
New Testament Electives	H	L	
Ministry Electives		L	H
Theology Electives	M	H	