



Self-study Design

Approved by the
Middle States Commission on Higher Education
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Biblical Theological Seminary
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Hatfield, Pennsylvania 19440

Table of Contents

I. Nature and Scope of the Self-study	3
II. Institutional Overview	4
III. Important Recent Developments	5
IV. Priority Initiatives for the Future	6
V. Goals of the Self-study	7
VI. Organizational Structure	8
VII. General Charge to the Working Groups and Report Guidelines	10
VIII. Working Group on the Institutional Context	11
IX. Working Group on Faculty, Enrollment Management, and Student Support Services	14
X. Working Group on Curriculum and Assessment of Student Learning	18
XI. Organization of the Self-Study	20
XII. Profile of the Visiting Evaluation Team	22
XIII. Inventory of Support Documents	22

I. Nature and Scope of the Self-study

Biblical Theological Seminary (BTS) will conduct a comprehensive self-study with an emphasis on structuring and strengthening the school for change. The comprehensive model of self study is organized by standards for accreditation, which in this case includes standards established by the Middle States Commission on Higher Education (MSCHE) and standards established by The Association of Theological Schools in the United States and Canada (ATS).

In a comprehensive self-study every aspect of the institution is appraised. When the self-study includes an emphasis, the analysis is conducted and the suggestions and recommendations are made with the emphasis in view. BTS is preparing for decennial evaluations by MSCHE and ATS in 2017. To organize the self-study for both accrediting agencies, we have harmonized the standards within each category. (Table 1)

TABLE 1: HARMONY OF THE STANDARDS	
MSCHE Standards	ATS Standards
1. Mission and Goals	1.1. Purpose
2. Planning, Resource Allocation, and Institutional Renewal	1.2. Planning and Evaluation
3. Institutional Resources	8. Institutional Resources
4. Leadership and Governance	7. Authority and Governance
5. Administration	
6. Integrity	2. Institutional Integrity
7. Institutional Assessment	1.2. Planning and Evaluation
8. Student Admissions and Retention	6. Student Recruitment, Admission, Services, and Placement ES.7. Academic Guidelines: Admission, Transfer of Credits, and Advanced Standing
9. Student Support Services	6. Student Recruitment, Admission, Services, and Placement
11. Educational Offerings (Library and Learning Resources, Transfer of Credit, and Academic Support)	ES.2-4. Campus Based, Extension, and Distance Education
13. Related Educational Activities	ES.8. Non-degree Instructional Programs
10. Faculty	5. Faculty 3.2. Learning, Teaching, and Research 3.3. Characteristics of Theological Scholarship
11. Educational Offerings (Curriculum)	3. The Theological Curriculum 4. Library and Information Resources ES.1-6. Educational Standard Applicable to All Degree Programs A,B,D,E,I. Individual Degree Program Standards
14. Assessment of Student Learning	ES.6. Assessment of Student Learning Outcomes A,B,D,E,I. Individual Degree Program Standards

II. Institutional Overview

BTS is in its forty-third year of training leaders for ministry leadership. The school is located in Hatfield, Pennsylvania and has one extension site in North Philadelphia. BTS was first accredited by MSCHE in 1990 and reaccredited in 2012. BTS received initial accreditation from ATS in 1996, which was reaffirmed in 2006.

BTS's mission is to "prepare missional leaders who incarnate the story of Jesus with humility and authenticity, and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture." BTS was the first evangelical seminary to embrace the missional perspective.

BTS's diverse faculty is made up of twelve resident faculty members and twenty adjunct faculty members who teach courses at both the main campus and the North Philadelphia location. BTS awards the Master of Divinity, Master of Arts in Counseling, Master of Arts in Ministry, Master of Arts (academic), and Doctor of Ministry degrees. BTS offers several certificate programs and non-credit courses, including Advanced Cultural Studies for non-native English speakers.

BTS has a culturally rich and ethnically diverse student body of over four hundred men and women from more than thirty denominations and eight countries. 15 percent are African American, 22 percent are internationals, and 40% are women. BTS students commute to classes from primarily the tri-state area or live in the residence hall and houses near the main campus.

Outcomes

BTS's graduation rate is 85% for Master of Divinity graduates and 84% for Masters of Arts (professional) graduates within the time-to-completion periods posted in the academic catalog for each degree. Placement rate is 90% for Master of Divinity graduates and 86% for Masters of Arts (professional) graduates.

Presidential Transition

After twenty-seven years as president, Dr. David G. Dunbar transitioned from the presidency in June 2013. Following an extensive search, Dr. Frank A. James III became BTS's fourth president. President James brings substantial senior administrative experience and energy to the presidency. President James began his administration by clearly communicating his commitment to prudent strategic planning, fiscal responsibility, institutional and academic assessment, and efficient use of resources to the school's constituents. BTS appreciates the opportunity afforded by this self-study to demonstrate progress made since July 2013 in these key areas and to consider how the school is structuring and strengthening itself for change.

Finances

BTS's operating budget in the fiscal year ending June 30, 2014 is \$3.5 million. As of June 30, 2014, its endowment was valued at \$2.7 million. 2014-15 tuition rates were approximately \$13K per year for the master's degree programs and \$7K per year for the doctor of ministry program.

Governance and Leadership

BTS operates with shared governance. The president is a voting member of the Board of Trustees. The faculty has several standing committees that oversee curriculum and assessment, library and information resources, and academic programs. The faculty annually appoints a faculty representative to attend cabinet and board meetings. The faculty meets monthly throughout the academic year and conducts a three day, off-campus retreat in June for professional development. The president's cabinet meets biweekly to oversee institutional operations. Educational and operational policies are developed and maintained in the appropriate areas of the school and are implemented through the academic and non-academic departments. Students are represented through cohort presidents elected annually in September in the Master of Divinity programs (Biblical Languages, LEAD, and urban LEAD), the Master of Arts in Counseling program, and the Korean Student Fellowship.

III. Important Recent Developments

The Graduate School of Counseling

BTS has offered counseling courses and the Master of Arts in Counseling (MAC) degree since 1986. In 2005 the MAC degree program was revised and launched as a 52 credit hour licensure-oriented program that was followed by a postgraduate advanced certificate in professional counseling. The certificate made it possible for students to complete the additional courses needed for licensure. Once licensed, many program graduates return annually for continuing education to maintain their licensure status. To serve this need, BTS began offering National Board of Certified Counselors (NBCC) approved continuing education (CE) credits in 2011. The Graduate School of Counseling (GSOC) was formed in 2013 to manage the expansion of counselor training (degrees, certificates, and CEs) and to oversee the Global Trauma Recovery Institute. In 2013 the 6 credit hour global trauma recovery specialization CE program was launched through the institute.

Global Trauma Recovery Institute

Trauma is the mission field of the 21st century. The Global Trauma Recovery Institute is a missional initiative by BTS led by counseling and psychology professors Diane Langberg and Philip Monroe. The institute consists of a clinical faculty who are able to teach, train, and supervise individuals and groups that seek to enhance effective ministry and provide best clinical practices. The institute provides high quality

continuing educational resources, skills training, and case consultation for mental health clinicians, ministry leaders, and professionals interested in addressing the needs of psychosocial trauma victims in the United States and around the world.

Library

To support student learning to BTS's dispersed student body and extension site, the library added two ebook databases (over 130K new titles) and reorganized its digital subscriptions so that it now offers access to 419 digital resources. In addition, the library moved to a cloud-based integrated library system that upgrades operations and provides a comprehensive discovery system for the BTS community. The system is an appropriate choice for meeting the needs of a small library and dispersed student body.

Technology Developments

Fall 2014 was a milestone for two technology projects that enhance student experience in their courses. An upgraded learning management system was unveiled with fully-built courses for each faculty, and one classroom was fully upgraded with E-Beam and white board technology.

IV. Priority Initiatives for the Future

Strategic Planning

Strategic planning ad hoc committees were formed in fall 2014 to begin the process of analysis and planning for BTS's future. The committees were established to address each of the areas identified in the previous year's SWOT analysis. The committee members represent every area of the school and seek to re-imagine BTS' future in terms of location, partnerships, curriculum content and delivery, and student body. The following ad hoc committees started meeting in fall 2014: 1) identity, 2) location, and 3) enrollment, and 4) curriculum.

Partnerships with Korean Seminaries

As a result of visits to churches, theological schools, and universities by both the outgoing and new presidents, BTS is cultivating key relationships and potential partnerships with Korean institutions. Assistant Professor of Intercultural Studies, Dr. Chang Hoon Oh, is exploring with the president ways that BTS can provide educational opportunities and missional training to Korean students. The short-term goal is to establish articulation agreements with two seminaries in Korea and welcome new students to campus in fall 2015.

Master of Theology Degree Program

In light of the growing interest in partnerships with Korean seminaries and market research in Korea, the Master of Theology degree program was developed and approved by faculty in spring 2014. Korean students and churches have a strong

interest in the program. ATS approval of the program is pending and expected in winter 2015.

Urban Initiatives

The urban program served 47 students in 2013-14. Several initiatives were launched to foster academic excellence, respect for diversity, and advancement of Kingdom-focused ministry. New courses are being developed to foster greater understanding and preparedness for urban ministry, including Transforming Systems with the Gospel, taught by Dr. Dan Williams, director of urban programs and assistant professor of practical theology. The goal of the course is strategic: to help students expand their understanding of the day-to-day, urban reality of unemployment, over-crowded prisons, hunger, health care, and policy making and explore how the gospel can transform values, ethics, and relationships when lived out in practice.

Further Expansion of the Graduate School of Counseling

The main focus of the Graduate School of Counseling (GSOC) is the MAC degree program. Future activities include redesigning the MAC degree program to include two components: a 48 credit hour ministry-oriented degree and a 60 credit hour professional counselor degree. This will enable GSOC the opportunity to seek program accreditation in the coming years. In addition, GSOC is actively building a larger library of online and live continuing education (CE) training events for graduates and other licensed professional counselors.

V. Goals of the Self-study

Goals of the Self-study

BTS has completed several self-studies in the course of our applications for initial accreditation and renewal of accreditation with ATS and MSCHE. These processes have been worthwhile, allowing the school to evaluate what needs to be improved or adjusted in order to move forward into our desired future. At the end of this self-study, BTS will be able to:

1. Assess the extent to which BTS meets the accreditation standards of MSCHE and ATS.
2. Write a succinct report of the Working Groups' analyses of BTS's institutional operations and educational effectiveness.
3. Make suggestions and recommendations that relate to the self-study's emphasis on structuring and strengthening the institution for change and that are helpful for ongoing institutional planning and growth.

4. Encourage the BTS community through thoughtful analysis and reporting of the current state of affairs at BTS and promote the betterment of the institution.

VI. Organizational Structure

Our self-study will be under the oversight of a Self-study Steering Committee and will consist of three working groups: 1) Institutional Context; 2) Faculty, Enrollment Management, and Student Support Services; and 3) Curriculum and Assessment of Student Learning. BTS sought diversity of perspective and experience when forming the membership of the steering committee and working groups.

Steering Committee and Working Groups

The Steering Committee will be chaired by Susan Disston, Director of Institutional Assessment and Hybrid Learning, who has served in various capacities at BTS over the past ten years in an academic administrator curriculum and assessment, online and hybrid program development, and adjunct professor. She has a thorough knowledge of MSCHE and ATS accreditation processes. The Steering Committee membership will include representatives of the board of trustees, faculty, academic administration, alums, and students.

The Working Groups will be chaired by members of the Steering Committee. This design was chosen to provide regular communication throughout the process. To facilitate involvement of all members of the group, the working group chairs will be encouraged to schedule in-person meetings with the option to attend via conference call or Skype to ensure regular participation throughout the process. Working Group chairs and members were selected based on their experience and expertise in the areas assigned to their group.

Steering Committee

The steering committee is responsible to guide the self-study process, review the reports from the working groups, and compile the final report.

Chair: Susan Disston, Director of Institutional Assessment and Hybrid Learning

Faculty

R. Todd Mangum, Professor of Theology and Academic Dean and *Chair:* Working Group on Curriculum and Assessment

Charles Zimmerman, Professor of Practical Theology

Staff

Rick Houseknecht, Director of Academic Services and *Chair:* Working Group on Faculty, Enrollment Management, and Student Services

Board

Joseph Longo, Trustee and former Board Chair

Richard McDaniel, Trustee and *Chair*: Working Group on the Institutional Context

Alum and Student

Tami Good, Alum

Paul Chung, Student

Working Group on the Institutional Context

Chair: Richard McDaniel, Trustee

Faculty

Philip Monroe, Professor of Psychology and Counseling and Director of the Graduate School of Counseling

Dan Williams, Director of Urban Programs and Assistant Professor of Practical Theology

Staff

Lydia Putnam, Library Technical Services Manager

Board

Merrill Moyer, Trustee

Alum and Students

Jennifer Dressler, Alum

Brenda Reibson, Student (LEAD MDiv)

Alex Hause (LEAD MDiv)

Advisors

Susan Disston, Director of Institutional Assessment and Hybrid Learning; Frank James III, President; Karen Sawyer, Board Chair; Thom Skinner, Vice President for Development; David Viehman, Chief Planning and Financial Officer

Working Group on Faculty, Enrollment Management, and Student Support Services

Chair: Rick Houseknecht, Director of Academic Services

Faculty

Bryan Maier, Professor of Psychology and Counseling

Staff

Virginia Hartman, Financial Aid Coordinator

Kelly Pfeleger, Director of Information Technology

Board

Rebecca Campbell, Trustee

Alums and Students

Sonya Sessoms, Student (LEAD MDiv)

DuAne Davis, Student (Urban LEAD MDiv)

Monica Hall, Alum (as of June 2015)

Advisors

Susan Disston, Director of Institutional Assessment and Hybrid Learning; Frank James III, President; Pam Smith, VP for Student Advancement; Todd Mangum, Academic Dean

Working Group on Curriculum and Assessment of Student Learning

Chair: R. Todd Mangum, Professor of Theology and Academic Dean

Faculty

Dave Lamb, Assistant Professor of Old Testament

Staff

Bonnie Steich, Assistant Director of the Graduate School of Counseling

Board

Tim Haahs, Trustee

Alums and Students

Josh Meyer, Pastor and Alum (LEAD MDiv Program)

Desiree Guyton, Alum (LEAD MDiv and MA in Counseling Programs)

Tami Good, Alum

Jeff Harley, Pastor, Alum, Student (DMin Program)

Don Ho Kim, Student (DMin Program)

Advisors

Susan Disston, Director of Institutional Assessment and Hybrid Learning; Kyuboem Lee, Philip Monroe, Derek Cooper, Dan Williams, Chang Hoon Oh; Todd Mangum, Academic Dean

VII. General Charge to the Working Groups and Report Guidelines

Charge to the Working Groups

The charge to the Working Groups is to examine appropriate institutional documents, conduct interviews and focus groups, and analyze the results to determine to what extent BTS is meeting the specific standards assigned to their group. The group will engage in evaluation and critique of the institution's operations in order to make suggestions and recommendations for improvement. The group may also offer commendations for what is going well. The emphasis question is provided so that the working group can consider how this area meets the standard in ways that contribute to structuring and strengthening BTS for its desired future.

This self-study design contains draft research questions that are intended to guide each Working Group in its research. An emphasis question is included at the end of each list of questions. Each working group will write a draft of its findings, which should include:

1. A summary of the working group's charge and the questions it addressed in the report.

2. An analytical discussion of the research that was conducted using the questions that is supported by links to evidence (BTS documents, interviews, and focus group responses). The analysis should include strengths and challenges.
3. An explanation of how the group’s findings relate to the MSCHE and ATS standards and whether BTS is meeting the standards of one or both groups.
4. A discussion of the group’s topic with other working groups and any collaboration that may have occurred between or among groups and an explanation of how the group’s findings relate to the emphasis question.
5. A list of suggestions and/or recommendations for improvement.

VIII. Working Group on the Institutional Context

Charge to the Working Group

The charge to the Working Groups is to examine appropriate institutional documents, conduct interviews and focus groups, and analyze the results to determine to what extent BTS is meeting the specific standards assigned to their group (Table 2). The group will engage in evaluation and critique of the institution’s operations in order to make suggestions and recommendations for improvement. The group may also offer commendations for what is going well. The emphasis question is provided so that the working group can consider how this area meets the standard in ways that contribute to structuring and strengthening BTS for its desired future.

TABLE 2: STANDARDS RELATED TO THE INSTITUTIONAL CONTEXT	
MSCHE Standards	ATS Standards
1. Mission and Goals	1.1. Purpose
2. Planning, Resource Allocation, and Institutional Renewal	1.2. Planning and Evaluation
3. Institutional Resources	8. Institutional Resources
4. Leadership and Governance	7. Authority and Governance
5. Administration	
6. Integrity	2. Institutional Integrity
7. Institutional Assessment	1.2. Planning and Evaluation

Report #1: Mission, Planning, and Institutional Resources

Standards: MSCHE Standards 1, 2, 3 and ATS Standards 1, 8.
Support documents are listed in Section XIII.

Research Questions

1. How is BTS's mission statement reflected in the institutional goals and strategic initiatives?
2. How comprehensive is planning across the institution (operational, financial, programmatic, facilities, learning resources, equipment, etc.)?
3. How clear, rational, and consistent is the process for developing, identifying, and assessing institutional goals and sharing the results with the school's constituencies?
4. What are the measures used to assess how BTS is achieving its goals?
5. To what extent is BTS achieving its institutional goals and using the results of assessment to adjust the goals and/or make improvements?
6. How clear and consistent is the process for financial planning and budgeting?
7. To what extent is resource allocation informed by the mission and goals of the institution and by its planning?
8. In what ways are the strategic initiatives integrated into the budget development process?
9. What institutional controls (policies and procedures) are in place to deal with financial, administrative, and auxiliary operations?
10. Do campus constituencies understand how budgeting decisions are made?
11. What plans and budget projections are in place or in process for institutional resources such as facilities, equipment, technology, research and instructional support and staff?
12. To what extent does the institution review, monitor, and assess institutional support, such as measures of efficiency and effectiveness or other analyses?

Emphasis Questions

1. How will the processes discussed in these questions be improved as a result of the self-study as the school structures and strengthens itself for the future?

2. To what extent is BTS planning for major challenges and opportunities to assure that resources are available to continue to fulfill its mission?

Report #2: Leadership, Governance, and Integrity

Standards: MSCHE Standards 4-6 and ATS Standards 2, 7.
Support documents are listed in Section XIII.

Research Questions

1. What have been the governance changes in the past five years and what were the goals and objectives for those changes? [both shared governance on-campus and trustee governance]
2. To what extent have the goals and objectives been assessed? To what extent have the goals and objectives been achieved? What is the ongoing assessment of goals and objectives that are in process? [both shared governance on-campus and trustee governance]
3. How clear and consistent are governance procedures and policies? To what extent are the institution's offices and departments aware of the governance policies and using them? What are the current student governance structures? Are they effective?
4. What is the current working relationship among trustees, administration, faculty, and staff? To what extent is the current system effective?
5. How clear, rational, and consistent is the process for reviewing and improving administrative operations? What impact have changes made in administrative operations made on the institution?
6. To what extent do BTS's institutional policies and practices promote the institution's core values? (faculty, staff, students, board; hiring, supervision, and performance evaluation) How consistently are they communicated? What has been the impact of the new core values?
7. To what extent are academic freedom, sound ethical practices, and respectful discourse reflected in the campus community?
8. How clear, rational, and consistent is the process for addressing integrity issues related to plagiarism, copyright, privacy, and other issues? To what extent are the processes effective?

9. How clear, rational, and consistent are the processes for dealing with student, faculty, or staff grievances? To what extent has each process been effective?

Emphasis Question

1. How will the processes and core values discussed above be improved as a result of the self-study as the school structures and strengthens itself for the future?

Report #3: Institutional Assessment

Standards: MSCHE Standard 7 and ATS Standard 1.2

Support documents are listed in Section XIII.

Research Questions

1. How clear, rational, and consistent is the process for evaluating and improving the total range of programs and services, the achievement of institutional mission, goals, and plan, and compliance with accreditation standards?
2. To what extent are faculty and staff aware of and participating in institutional assessment activities and aware of results?
3. To what extent is the process for determining the achievement of institutional goals clear, appropriate, and useful for improving the institution?
4. What evidence is there that institutional assessment results are used to improve student success and improve programs and services?
5. What evidence is there that institutional assessment results are used to support strategic goals, plans, and resource allocations?
6. What evidence is there that renewal strategies made in response to assessment results have had the desired effect in improving programs, services, and initiatives?

Emphasis Question

1. How will the processes discussed in these questions be improved as a result of the self-study as the school structures and strengthens itself for the future?

IX. Working Group on Faculty, Enrollment Management, and Student Support Services

Charge to the Working Group

The charge to the Working Groups is to examine appropriate institutional documents, conduct interviews and focus groups, and analyze the results to determine to what

extent BTS is meeting the specific standards assigned to their group (Table 3). The group will engage in evaluation and critique of the institution’s operations in order to make suggestions and recommendations for improvement. The group may also offer commendations for what is going well. The emphasis question is provided so that the working group can consider how this area meets the standard in ways that contribute to structuring and strengthening BTS for its desired future.

TABLE 3: STANDARDS RELATED TO FACULTY, ENROLLMENT MANAGEMENT AND STUDENT SUPPORT SERVICES	
MSCHE Standards	ATS Standards
8. Student Admissions and Retention	6.1-2. Student Recruitment and Admission ES.7. Academic Guidelines: Admission, Transfer of Credits, and Advanced Standing
9. Student Support Services 11. Educational Offerings (Library and Learning Resources, Transfer of Credit, and Academic Support) 13. Related Educational Activities	4. Library and Information Resources 6.3-5. Student Services, Borrowing, and Placement ES.2-4. Campus Based, Extension, and Distance Education ES.8. Non-degree Instructional Programs
10. Faculty	5. Faculty 3.2. Learning, Teaching, and Research 3.3. Characteristics of Theological Scholarship

Report #1: Enrollment Management (Student Admissions and Retention)

Standards: MSCHE Standard 8 and ATS Standards 6.1-2, ES.7
Support documents are listed in Section XIII.

Research Questions

1. Are the goals of the admissions process for the institution sufficiently clear, realistic, and consistent with the institution’s mission and core values?
2. Are the retention goals consistent with long term strategic and financial planning?
3. What do demographic trends suggest will be the future of the institution’s student base? How is the institution positioning itself to handle any anticipated demographic changes? What else should it consider doing?
4. To what extent do the school’s admissions profile, policies, and procedures and admission’s resources reflect its mission and goals?
5. To what extent do the school’s polices and criteria assist the prospective student in making an informed opinion?
6. How clear, rational, and consistent is the process to ensure that admitted students who marginally meet or do not meet the institution’s qualifications achieve the

expected learning goals and higher educational outcomes at appropriate points in their program?

7. How clear, accurate, and consistent is the school's information sources for financial aid, scholarships, grants, loans, and refunds? Does the school have published and implemented policies and procedures regarding transfer credit?
8. To what extent is the school successful in providing financial assistance to students so that it can meet its stated goals? To what extent does the school have the resources to be able to meet its long-term financial aid goals?
9. To what extent does the school implement ongoing assessment of student success, such as retention, and uses the findings in its admissions, remediation, and other related policies?

Emphasis Question

1. What do demographic and location trends suggest will be the future of the student base? How is the institution positioning itself to handle any anticipated changes?

Report #2: Student Support Services

Standards: MSCHE Standards 9, 11, 13 and ATS Standards 4, 6, ES.2-4, ES.7-8

Support documents are listed in Section XIII.

Research Questions

1. How effective is the school in admitting, retaining, and serving students in ways that foster an inclusive campus community? [main campus and the extension site]
2. To what extent are policies and procedures that relate to student privacy effective, understood, and consistently implemented? [main campus and the extension site]
3. To what extent does the institution support students' well-being? Are there support services for students who are "at-risk?" How are these services used and are they effective? [main campus and the extension site]
4. How does the institution foster students' personal and social development? How effective are the programs that are in place? [main campus and the extension site]
5. What kind of review has been carried out in the past five years of student services? What were the results and what changes have been implemented? [main campus and the extension site] Is the institution providing adequate comprehensive student support services to enable it to fulfill its educational mission?
6. How effective are co-curricular opportunities in enabling students to meet the goals of theological and ministerial education? [main campus and the extension site]

7. How well do physical spaces and programming contribute to the campus climate and student engagement? How are these issues linked back to the planning process? [main campus and the extension site]
8. To what extent is the library (holdings and operations) serving the needs of the curriculum, faculty, and students?
9. To what extent is the information technology department serving the needs of the curriculum, faculty, and students?

Emphasis Question

1. What evidence is there that student needs are changing and that the school should consider as it structures and strengthens student services for the future?

Report #3: Faculty

Standards: MSCHE Standard 10 and ATS Standards 5, 3.2, 3.3
Support documents are listed in Section XIII.

Research Questions

1. How is academic freedom expressed and upheld in the school?
2. How has support for faculty development changed over the past five years? What has been the impact of the change? Is support equitably distributed?
3. To what extent is there institutional planning for any increase in the coming years to assist in the recruitment of the best faculty for the institution? How have the schools' characteristics, recruitment policies, and profile affected the development of a diverse and engaged body of teacher-scholars?
4. How is the quality of instruction assessed? What developments have there been in the support of instruction? What impact have these development had?
5. What are the retention, promotion, and performance evaluation policies? Are they equitably applied?
6. To what extent does faculty contribute to the overall decision making as determined by the institution's structure of governance, for example, development of the institution's purpose statement and in institutional evaluation and planning?
7. To what extent does faculty participate in curriculum development and oversight, including the assessment of student learning, development of the library collection, educational technology, and other resources for student learning?

8. How is faculty workload assessed? To what extent does faculty have adequate time for research, student advising, ecclesial and institutional concerns?
9. How does faculty foster integration of the diverse learning objectives of the theological curriculum so that students successfully accomplish the purposes of the degree programs they are enrolled in?
10. To what extent does faculty engage in theological research, scholarly discussion, and writing? What opportunities does the school provide for these purposes and to what extent are expectations clear to faculty?

Emphasis Question

1. What areas of faculty development and diversity should the school consider as it structures and strengthens faculty for the future?

X. Working Group on Curriculum and Assessment of Student Learning

Charge to the Working Group

The charge to the Working Groups is to examine appropriate institutional documents, conduct interviews and focus groups, and analyze the results to determine to what extent BTS is meeting the specific standards assigned to their group (Table 4). The group will engage in evaluation and critique of the institution’s operations in order to make suggestions and recommendations for improvement. The group may also offer commendations for what is going well. The emphasis question is provided so that the working group can consider how this area meets the standard in ways that contribute to structuring and strengthening BTS for its desired future.

TABLE 4: STANDARDS RELATED TO CURRICULUM AND ASSESSMENT OF STUDENT LEARNING	
MSCHE Standards	ATS Standards
11. Educational Offerings	3. The Theological Curriculum 4. Library and Information Resources ES.1-6. Educational Standard Applicable to All Degree Programs A,B,D,E,I. Individual Degree Program Standards
14. Assessment of Student Learning	ES.6. Assessment of Student Learning Outcomes A,B,D,E,I. Individual Degree Program Standards

Report #1: Curriculum

Standards: MSCHE Standard 11 and ATS Standards 3, 4, ES.1-6, and A, B, D, E, I.

Support documents are listed in Section XIII.

Research Questions

1. To what extent are there linkages between course-level and program level educational goals and the overall mission of the school?
2. To what extent are the educational goals and outcomes made clear to the students?
3. To what extent are students challenged at an appropriate graduate level?
4. To what extent do faculty members (residential and adjunct) have the credential appropriate to the graduate curricula they teach?
5. What evidence is there that there is the provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the school's courses and programs regardless of the location or delivery mode?
6. What educational resources are available to faculty? (main campus and extension site) To what extent do the library and information technology contribute to student access to learning resources? What evidence is there that they are effective?
7. In what ways are the educational offerings changing in response to new instructional technologies and pedagogical methods? What is the impact of new instructional technology on the educational outcomes?
8. What is the impact of hybridization on the educational outcomes?
9. To what extent do courses and programs promote student use of a variety of information and learning resources?
10. What evidence is there of collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum?
11. How clear, rational, and consistent are policies and procedures for accelerated degree programs to ensure appropriate educational expectations, rigor and student learning comparable to those that characterize more traditional program formats?

Emphasis Question

1. As learning formats and educational technology evolve, what opportunities and challenges does the school and faculty need to prepare for to structure and strengthen for the future?

Report #2: Assessment of Student Learning

Standards: MSCHE Standard 14 and ATS Standards ES.6 and A, B, D, E, I.
Support documents are listed in Section XIII.

Research Questions

1. To what extent are the results of educational assessment used to improve the curriculum and to improve teaching?
2. Is there adequate, periodic review of academic programs, and are the results of these reviews used to improve the programs?
3. To what extent is there an institutional culture that values assessment of student learning? Is there sufficient faculty and administrative leadership?
4. Do faculty members understand their roles in assessing student learning? Do performance review processes recognize assessment of student learning?
5. To what extent does the current assessment processes integrate the various ways that courses, student services, library, and other department contribute to student learning?
6. To what extent are the results of educational assessment used to inform board, cabinet, and departments in the improvement of institutional operations?

Emphasis Question

1. How does the assessment of student learning provide insights into ways that the institution needs to structure and strengthen the curriculum for the future?

XI. Organization of the Self-Study

Report Design

The self-study report will be organized into several chapters that discuss the findings of the working group assigned to the MSCHE standard. A separate report will be prepared for ATS.

- Introduction: Structuring and Strengthening for Change
- Institutional Context (Mission, Integrity, Resources, Planning and Assessment)
- Faculty, Enrollment Management, and Student Support Services
- Curriculum and Assessment of Student Learning
- Appendices and Supporting Documentation

Process

The process of writing the self-study report will be overseen by the Steering Committee chair in consultation with the Working Group chairs and the Steering Committee. The chair will work with a professional editor who is experienced with accreditation reports throughout the editorial process. The self-study report will adhere to BTS's *Style Guide*.

Timetable

Fall 2014

- Steering Committee Chair, Members, and Working Groups appointed
- Chair and dean attend self-study institute
- Self-study design selected and first draft completed
- Self-study design sent to MSCHE rep by December 23, 2014

Winter 2015

- Steering committee meets to review the self-study design
- Steering committee chair meets with working group chairs.

Spring 2015

- Working groups meet to begin their work
- MSCHE staff conducts self-study preparation visits (April 8, 2015)
- MSCHE approval of the self-study design

Fall 2015

- Working groups conduct their research, discuss, and submit responses to the research questions to the Steering Committee chair

Winter 2016

- Steering Committee chair prepares draft of the self-study report
- MSCHE (and ATS) selects the evaluation team chairs for their individual visits and BTS approves the selection
- Team chairs and BTS select dates for the concurrent team visit and the team chair's individual preliminary visits
- BTS sends a copy of the self-study report to the team chairs

Spring 2016

- MSCHE (and ATS) selects evaluation team members for the concurrent team visits and BTS approves the selections
- Team chairs respond to the self-study report

Fall 2016

- Campus community (faculty, staff, board, students, alums) reviews draft of the self-study report
- BTS sends draft of the self-study report to the MSCHE (and ATS) team chair prior to their concurrent visit
- Team chair review the self-study report and visit BTS at least four months prior to team visit
- BTS finalizes the self-study report and submits it to the evaluation teams and to MSCHE (and ATS) at least six weeks prior to the team visit

Spring 2017

- Evaluation teams visit BTS and submit their reports

- BTS responses
Summer/Fall 2017
- MSCHE Committee on Evaluation meet and MSCHE action
- ATS Commissioners meet and ATS action

XII. Profile of the Visiting Evaluation Team

The visiting team serves an important role in the self-study process by providing peer evaluation of BTS operations and identifying needed areas of improvement. The visiting team from MSCHE should include members who are familiar with special focus institutions (theological seminaries, Bible colleges and other faith-related institutions), graduate level education, and the particular challenges facing small, freestanding theological institutions. It would be helpful if the Team Chair was familiar with change dynamics since we hired a new President in 2013 and the Trustees appointed a new Board Chair in 2014.

XIII. Inventory of Support Documents

Whenever possible, support document will be gathered and stored on CD-ROM for the use of the steering committee and the working groups. The following inventory is a partial list of documents that will be useful in the analysis of each standard. (Tables 5-7)

TABLE 5: WORKING GROUP ON THE INSTITUTIONAL CONTEXT
<p><u>Report #1: Mission, Planning, and Institutional Resources</u></p> <p>MSCHE Standard 1: Mission and Goals MSCHE Standard 2: Planning, Resource Allocation, and Institutional Renewal MSCHE Standard 3: Institutional Resources ATS Standard 1: Purpose, Planning, and Evaluation ATS Standard 8: Institutional Resources Academic catalog & website - mission, vision, values, goals Strategic Plan 2013-14 Annual Report (<i>The New Frontier</i>) Audited financial statement Financial and budget statements from recent fiscal years Capital campaign planning and progress report Board approved goals Facilities and grounds planning</p>
<p><u>Report #2: Leadership, Governance, and Integrity</u></p> <p>MSCHE Standard 4: Leadership and Governance MSCHE Standard 5: Administration MSCHE Standard 6: Integrity ATS Standard 2: Institutional Integrity</p>

<p>ATS Standard 7: Authority and Governance Charter and bylaws Trustee handbook Faculty and staff handbooks Organizational charts; trustee directory Agendas and minutes of faculty meetings List of faculty meeting actions Agendas and minutes of administrative/support staff forums President James' CV Materials for trustee meetings Academic catalogs Consumer information on website Annual educational effectiveness report on website ATS Graduating Student Questionnaires (GSQ) BTS Graduating Student Surveys</p>
<p>Report #3: Institutional Assessment MSCHE Standard 7: Institutional Assessment ATS Standard 1.2: Planning and Evaluation Comprehensive Outcomes Assessment Plan (COAP) ATS accreditation documentation MSCHE institutional profile 2014 ATS Graduating Student Questionnaire (GSQ) 2014 BTS Graduating Student Survey Institutional surveys Annual department reports Counseling program external review/approvals? 2006 decennial report and team visit report 2011 Periodic Review Report, MSCHE response, and follow-up reports</p>
<p>TABLE 6: WORKING GROUP ON ENROLLMENT MANAGEMENT, STUDENT SERVICES, AND FACULTY</p>
<p>Report #1: Enrollment Management (Student Recruitment and Admissions) MSCHE Standard 8: Student Admissions and Retention ATS Standard 6.1-2: Student Recruitment and Admissions ATS Standard ES.7. Academic Guidelines: Admission, Transfer of Credits, and Advanced Standing Academic catalog Enrollment model Admissions brochures Financial aid and enrollment data Admissions profiles by program Retention and graduation rates</p>
<p>Report #2: Student Support Services MSCHE Standard 9: Student Support Services MSCHE Standard 11: Educational Offerings (Library and Learning Resources, Transfer of Credit, and Academic Support) MSCHE Standard 13: Related Educational Activities ATS 4: Library and ES.6.3-5: Student Services, Borrowing, and Placement ES.2-4: Campus Based, Extension, and Distance Education ES.8: Non-degree Instructional Programs Academic catalogs Student advancement goals and reports Student advancement committee minutes Report on crime statistics</p>

<p>BTS and GSO graduating student surveys Library operations manual Hybrid learning goals Special programs and events documentation</p>
<p>Report #3: Faculty MSCHE Standard 10: Faculty ATS Standard 5: Faculty ATS Standard 3.2: Learning, Teaching, and Research ATS Standard 3.3: Characteristics of Theological Scholarship Faculty handbook Faculty publications report Hiring policy and report Tenure and promotion guidelines Committee on Planning and Budget reports for faculty salary model Curricular and scholarly development grants Charge/description of the Teaching and Learning web pages</p>
<p>TABLE 7: WORKING GROUP ON CURRICULUM AND ASSESSMENT OF STUDENT LEARNING</p>
<p>Report #1: Curriculum MSCHE Standard 11: Educational Offerings ATS Standard 3: The Theological Curriculum ATS ES.1-6: Educational Standards Applicable to All Degree Programs ATS Standard A: Master of Divinity (p. G-39) ATS Standard B: Master of Arts in [specialized ministry] (p. G-44) ATS Standard D: Master of Arts (academic) (p. G-52) ATS Standard E: Doctor of Ministry (p. G-55): ATS Standard I: Master of Theology (p. G-70) Academic catalogs Faculty meeting agenda and minutes Curriculum and assessment committee agenda and minutes Links to course syllabi Report to ATS on Educational Effectiveness Library home page links</p>
<p>Report #2: Assessment of Student Learning MSCHE Standard 14: Assessment of Student Learning ATS Standard ES.6: Assessment of Student Learning ATS Standard A.1.4: Master of Divinity (p. G-39) ATS Standard B.1.4: Master of Arts in [specialized ministry] (p. G-45) ATS Standard D.1.4: Master of Arts (academic) (p. G-52) ATS Standard E.1.4: Doctor of Ministry (p. G-55): ATS Standard I.1.4: Master of Theology (p. G-70) Curriculum and assessment committee agenda and minutes Faculty meeting agenda and minutes Faculty approved curriculum and assessment plans Academic program reports Report to ATS on Educational Effectiveness and ATS response 5-year program review reports</p>