

Academic Quality Assessment

2026

Contents

Contents 1
Our Mission 1
Core Values 2
Academic Quality 4
I. Student Indicators 5
II. Academic Oversight 13
III. Institutional Effectiveness 13
IV. Strategic Planning 13
VI. Graduate Testimonies 19
Appendix A: Course Evaluations 23
Appendix B: Exit Survey Sample 27
Appendix C: Mentor Evaluation Sample 28
Appendix D: Faculty Self-Evaluation Sample 30
Appendix E: Annual Academic Committee Report 31



I have set an acorn, which when it becomes an oak, God alone knows what will be the fruit thereof.

– Sir Walter Mildmay

Our Mission

RBS exists to provide men with biblically based theological education so that they might carry out Christ's commission across the globe as pastors or missionaries (Matthew 28:18–20; Romans 10:14–17; 2 Timothy 2:2). Secondarily, as an extension of the local church's teaching ministry, the seminary exists to provide further instruction for laymen and laywomen who desire to enhance their understanding of Scripture and to serve Christ more effectively in their local congregations (Ephesians 4:11–14). To this end, Reformed Baptist Seminary seeks to provide instruction and training that fosters the development of knowledge, skills, devotion, and character essential for effective and faithful Christian ministry (1 Corinthians 4:2; 2 Peter 1:5–8).

Core Values

1. The Holy Scripture

We are committed to the supremacy of Scripture as the foundation for defining our message and for governing our mission. The Bible does not merely constitute the primary content of our instruction; it's the basis for what we try to do as a seminary. In the language of our Confession, we believe "the Holy Scriptures [to be] the only sufficient, certain, and infallible rule of all saving knowledge, faith, and obedience" (2LCF 1.1).

2. Christ's Gospel

We will endeavor to keep Christ and the gospel at the center of our teaching and ethos. Our primary distinctive as a seminary should not be "baptism," "Calvinism," or "covenant theology." Rather, we will aim to ensure that the prominent and most defining characteristic of our seminary is Jesus Christ and his saving work of redemption (John 17:3; 1 Cor 2:1–2; Gal 6:14; Phil 3:8–10).

3. Confessional Orthodoxy

We affirm and promote the best of Christian tradition with conviction, humility, and charity. We believe that salvation always has been and always will be through faith alone in Christ alone by grace alone (John 14:6; Rom 3:21–26; Eph 2:1–10). Furthermore, we believe that this central message of Scripture has been most clearly and accurately expounded in the Reformed Confessions of Faith, especially, in the Second London Baptist Confession of Faith, which is the seminary's confessional standard.

4. The Local Church

We believe that the privilege and responsibility to train gospel laborers belongs to Christ's church (2 Tim 2:2). Therefore, we shall not view our ministry as independent but as an extension of the local church's ministry and, therefore, as existing under and for the local church. Accordingly, we shall work with the student's pastor as he seeks to disciple and prepare the student for church ministry.

5. The Great Commission

We will remind students that learning the biblical languages, church history, and systematic theology is not an end in itself but a means to a greater end, namely, that "every knee should bow … and every tongue confess that Jesus Christ is Lord to the glory of God the Father" (Phil 2:10–11). Thus, we will orient our instruction and training toward the fulfillment of the Great Commission, encouraging engagement in evangelism, church-planting, and missionary work.

6. Robust Training

We believe effective pastoral ministry requires a holistic and balanced theological education. Our main aim should not be to train "specialists" but "general practitioners." Therefore, we will seek to offer a curriculum with balanced coverage of the four main areas of theological study: exegetical, historical, systematic, and practical theology. Moreover, we will endeavor to provide an education that's not just focused on filling the student's head (doctrine) but that's equally focused on cultivating the student's heart (spirituality) and equipping his hands (ministry).

7. Faithful Stewardship

We view our ministry as the apostles regarded theirs: "as servants of Christ and stewards of the mysteries of God." And like them, we believe "it is required of stewards that they be found faithful" (1 Cor 4:1–2). For that reason, we will endeavor by God's grace to cultivate and maintain a servant's posture that aims to be faithful in fulfilling what it promises to the churches and the students it serves. To this end, we shall aim to employ the best technologies available to us in order to provide training that's most efficient at accomplishing our goals (Eccl 10:10).

8. Christian Integrity

We believe that the seminary board, staff, and faculty should exemplify the gospel truths it teaches. Like the apostle Paul, we must be able to say to our students, "Be imitators of me, as I am of Christ" (1 Cor 11:1). Therefore, we will endeavor to conduct our ministry with the highest regard for the

biblical standards of godliness, truth, faithfulness, compassion, and humility.

9. Fraternal Relations

We prefer to cooperate with other sister seminaries that share our vision and mission rather than to compete against them. We will seek to commend (when we can do so in good conscience) other sister institutions who are striving to advance the mission that Christ gave his church. While it's not always wrong to highlight something we may have to offer that another seminary does not or to criticize another school's weakness, we must do so in a spirit of humility and charity as co-laborers who are serving the same Master (1 Cor 3:5–9; Phil 1:15–18; 4:3).

Academic Quality

Reformed Baptist Seminary (RBS) is dedicated to pursuing academic excellence in the theological education it offers. To this end, RBS regularly assesses the quality of its instruction, student outcomes, and overall institutional effectiveness. Our goal is to equip graduates with the biblical knowledge, ministry skills, and godly character essential for pastoral leadership, broader service in Christ's church, or further theological study. As part of this commitment, RBS engages in intentional processes designed to uphold, evaluate, and demonstrate academic quality as an institution.

I. Student Indicators

Student indicators at RBS serve as key measures of student learning, satisfaction, and overall success. These indicators include both institutionally gathered data and self-reported feedback from students concerning their engagement with the seminary's educational programs and systems. Such information plays a vital role in evaluating the effectiveness of various aspects of the seminary's academic structure and provides valuable insight into the seminary's overall quality and impact.

A. Self-Reported Indicators

Students at Reformed Baptist Seminary are regularly invited to offer feedback on the seminary's curriculum, instructional methods, and overall educational experience. Upon completion of each course, students evaluate various aspects of the class—including the instructor, course content, delivery, and other key components. These evaluations are compiled and reviewed by the Academic Committee, which uses the data to make informed decisions regarding potential improvements or necessary adjustments to course design and content (see **Appendix A** for a sample course evaluation and a summary of evaluation analysis).

In addition, graduating students participate in an exit survey, where they have the opportunity to reflect on their academic experience, offer constructive feedback, and comment on areas of strength and potential growth within the seminary's programs (see **Appendix B** for a sample of an exit survey and a summary of the results for the past academic year).

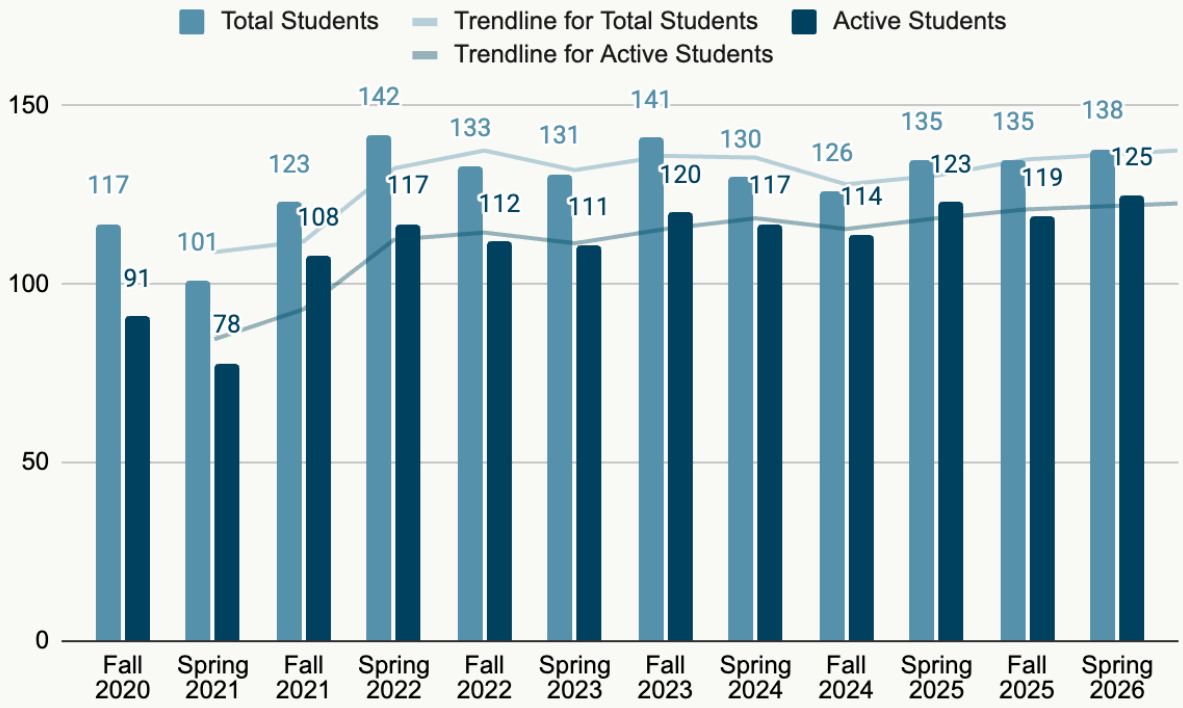
B. Institution Reported Indicators

RBS gathers and analyzes a range of institutional data to assess and improve the quality of its educational programs. This includes annual student enrollment figures categorized by degree program, as well as data on faculty and mentor engagement with students throughout their studies. RBS also tracks student participation across its three primary modes of instruction: asynchronous online courses, live modular training sessions,

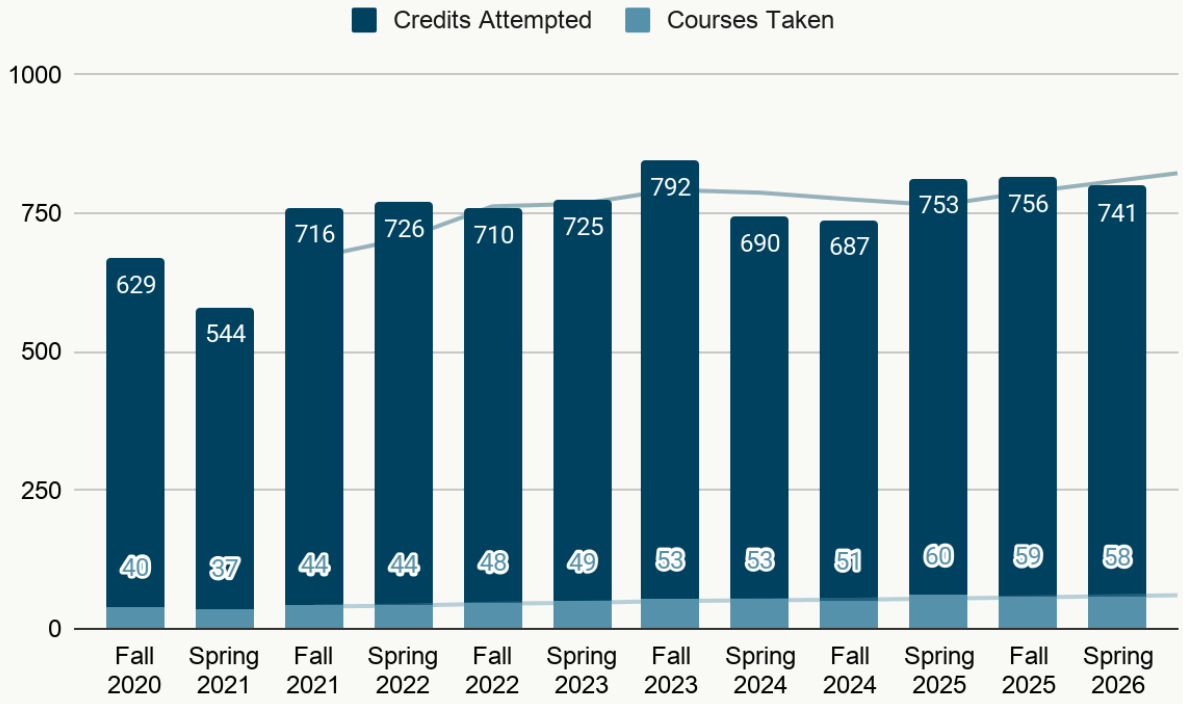
and live residential classroom teaching. Participation rates help the seminary ensure that each format remains effective and accessible to a diverse student body. Graduate data is compiled each year, detailing the number of students completing each program, along with information about their current ministry roles—whether serving as pastors, deacons, or in other church-related vocations. In addition, RBS maintains records on the geographic distribution of its student body, including the percentage of students residing outside the United States and the countries they represent. These indicators enable RBS to monitor institutional effectiveness and to faithfully steward its mission of training men for the gospel ministry across the globe.

1. Student Data

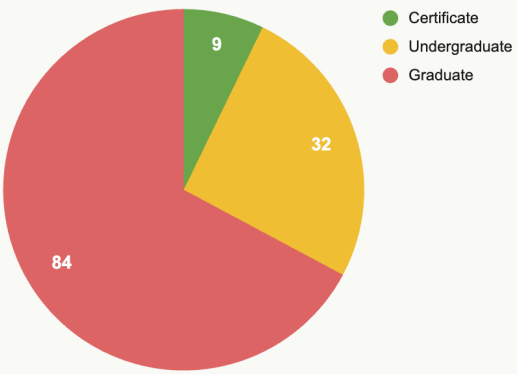
i. Student Enrollment



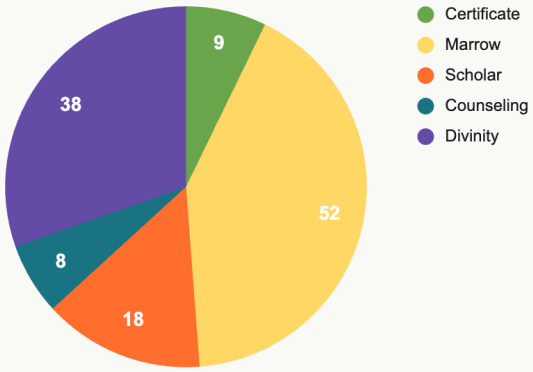
ii. Courses & Credits Taken



iii. Enrollment by Program



Spring 2026 Program Levels



Spring 2026 Programs

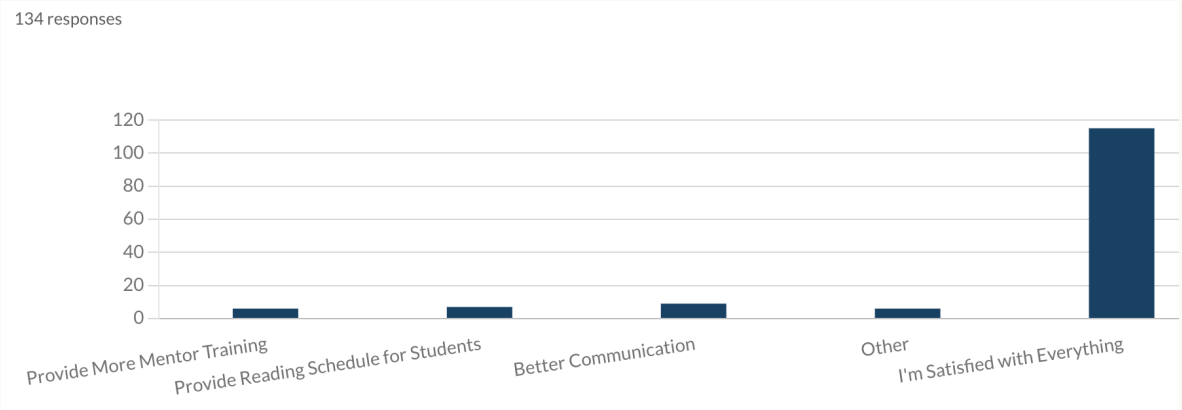
2. Mentor & Faculty Data

Reformed Baptist Seminary recognizes the importance of access to mentors and faculty to facilitate quality academic programs and cultivate spiritual growth.



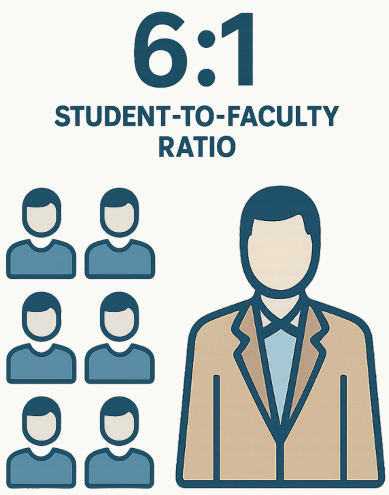
Each student enrolled in a program above the Certificate is required to have a mentor. This is normally one of the pastors/elders of his church. Thus, there is already an established relationship between the mentor and the student, with the mentor having the responsibility to care for the souls of those within his local congregation. The mentor assists in the student's spiritual discipleship and preparation for church ministry. This includes providing guidance in academic planning, fostering spiritual discipleship, overseeing practical ministry, and submitting regular progress reports (see Appendix C for example).

i. Mentor Feedback: "How can RBS improve?"



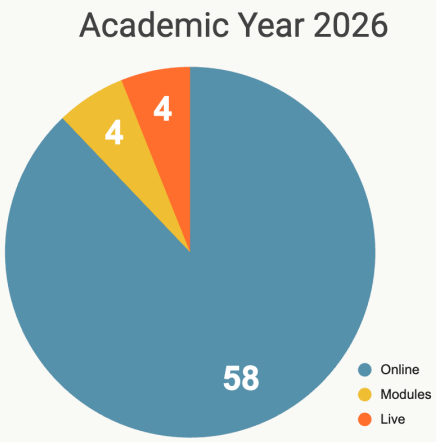
Academic year 2026

Students are also encouraged to engage with faculty for course guidance and feedback throughout their studies. RBS currently has 20 faculty members. Faculty are encouraged to schedule video discussions when appropriate. This interaction is vital for fostering a supportive learning environment and ensuring that students receive the necessary instruction and encouragement in their theological education. At the end of each semester, students submit course evaluations reflecting on their interaction with faculty. These reports are then reviewed by the faculty, promoting further growth in student-faculty relationships (see Appendix D for example).



3. Educational Modes of Delivery

Most of the RBS programs are delivered in a fully online format. The courses for these programs are offered asynchronously, allowing the students to access recorded lectures and complete course assignments at their own pace. Students are also encouraged to participate in live modules, which are intensive 2–5 day sessions used to update online course lectures.

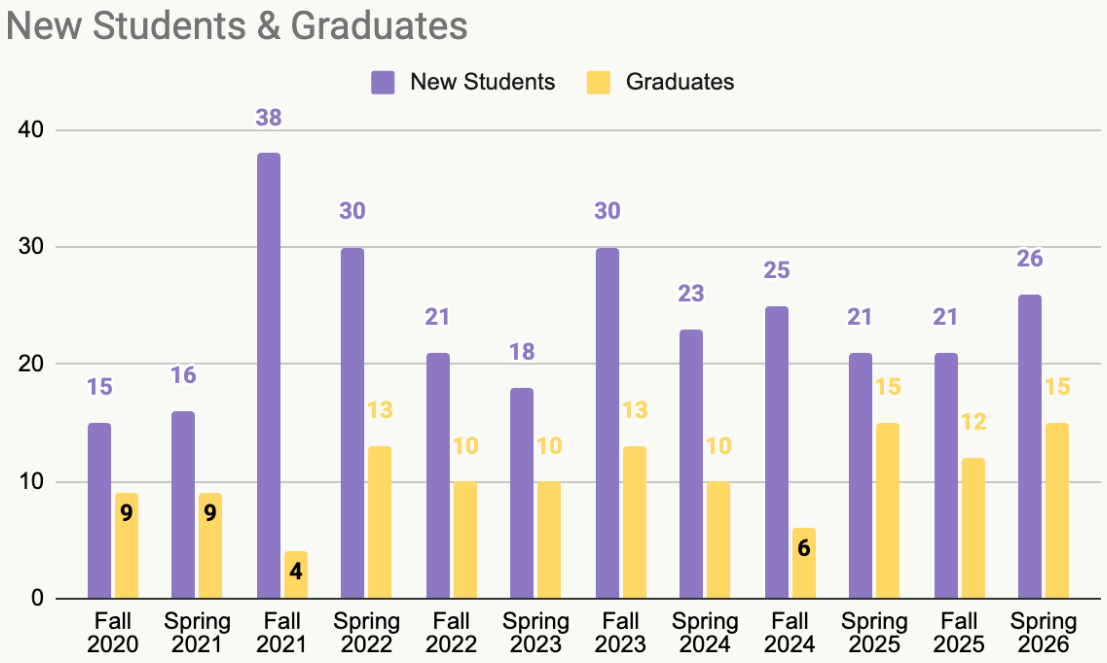


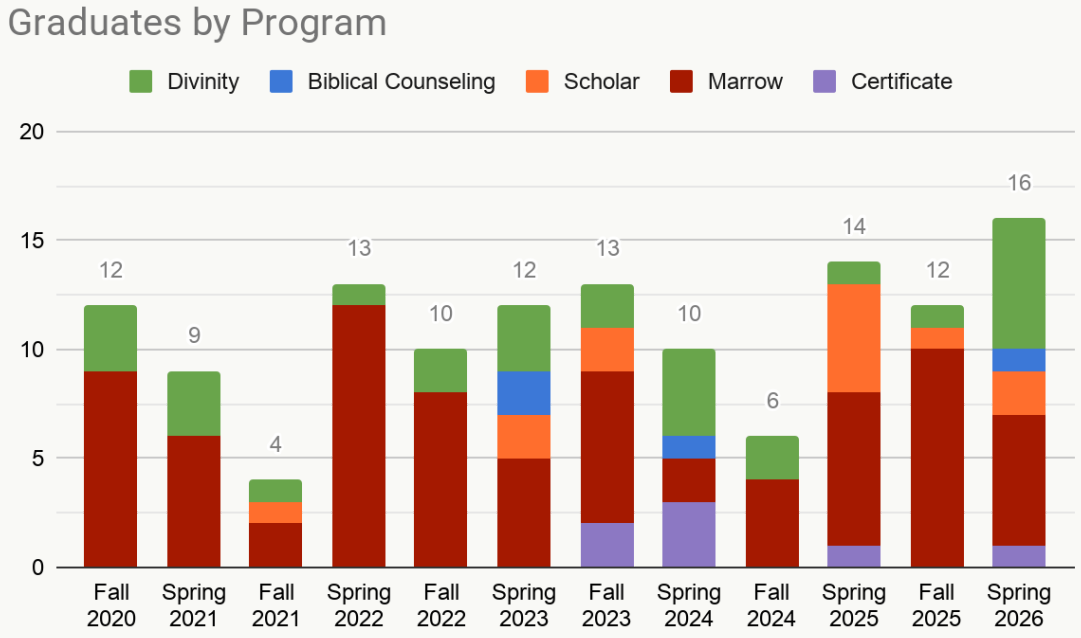
Additionally, in 2023 RBS started a residential MDiv program in Coconut Creek, Florida, with an emphasis on classical studies. The courses for this program are delivered live in-person, with 2 to 3 weekly classes each semester.

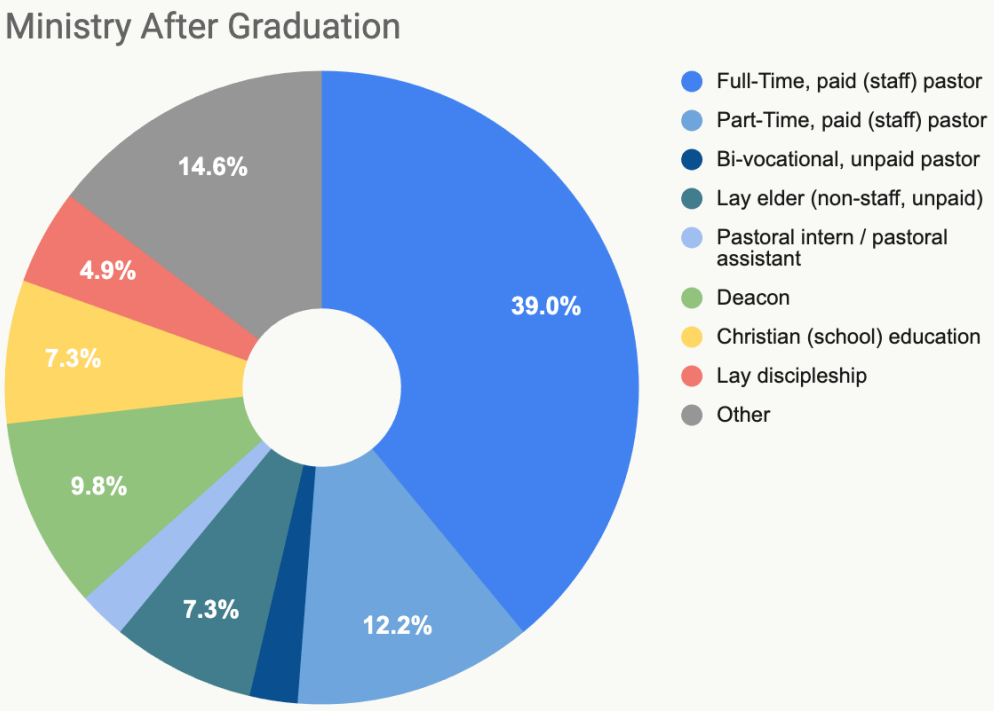
In Fall 2025 RBS offered its first hybrid course, allowing for online students to participate in select residential offerings using a specially designed classroom that facilitates dynamic two-way interaction of both in-person and online students. By 2026, most of the technical issues have been resolved, with two more

hybrid course offerings completed successfully (Biblical Theology & Preaching).

4. Graduate Data



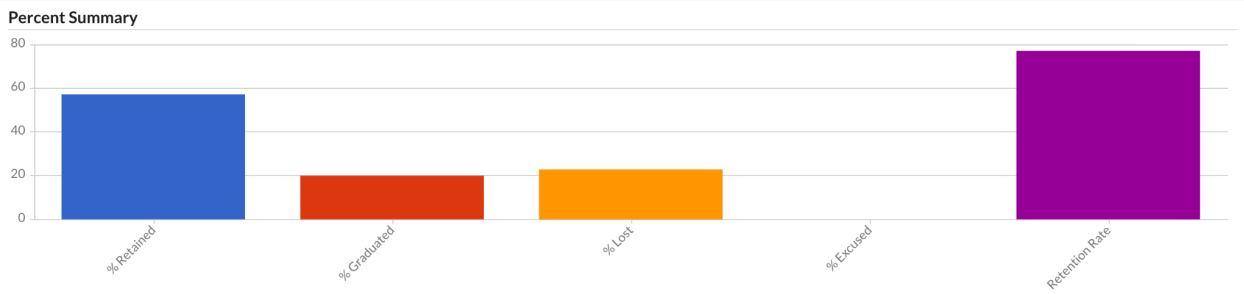




Roughly 60% of RBS graduates serve in pastoral ministry.[1]

5. Retention

Retention refers to the rate at which students return or re-enroll in courses from semester to semester and from year to year. Below are retention statistics for the 2026 academic year.

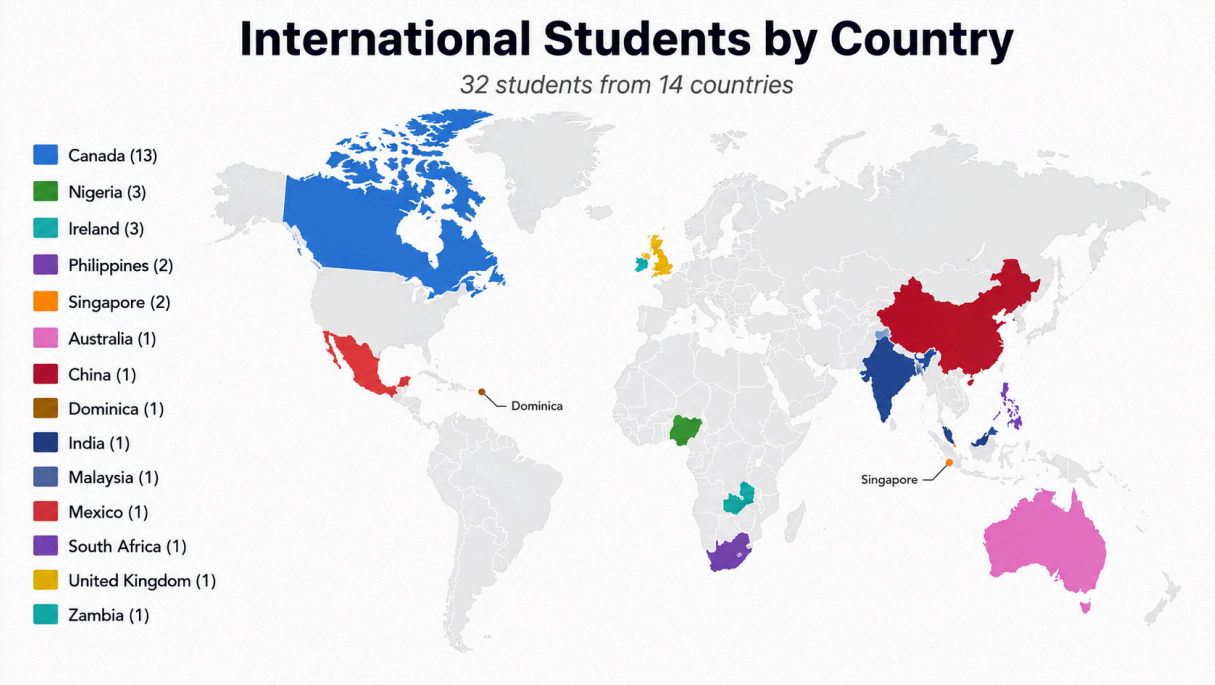


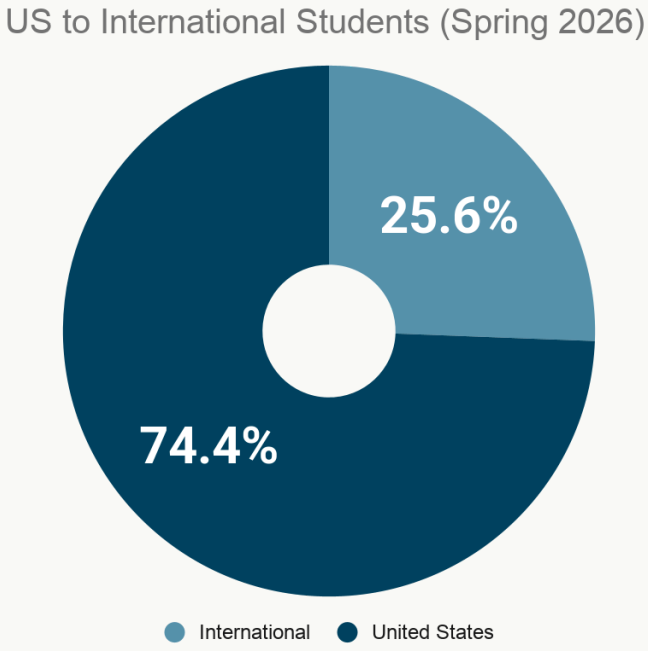
	2025-2026
% Retained	57%
% Graduated	20%
% Lost	23%
% Excused	0%
Retention Rate	**77%**

[1] The chart is based on 41 graduates surveyed in the summer of 2025. The earliest response comes from a grad in 2007.

6. International Students

In the past year, RBS has been able to provide education to 32 international students, representing 14 countries.





II. Academic Oversight

Since its founding, RBS has regarded academic excellence and theological integrity as central to its mission. To help preserve and advance this commitment, the seminary Board has established a standing Academic Committee tasked with overseeing the quality and effectiveness of RBS's educational programs. This committee plays an active role in shaping and evaluating all academic matters, including curriculum development, instructional standards, faculty oversight, academic policies, course scheduling, transfer credit decisions, and faculty development. The Academic Committee meets regularly and provides the Board of Directors with an annual report summarizing its activities, assessments, and recommendations (see Appendix E for the most recent Academic Committee Report).

III. Institutional Effectiveness

RBS is an affiliate and currently pursuing accreditation with the Association of Reformed Theological Seminaries (ARTS) to maintain institutional effectiveness and accountability for academic quality. Ongoing compliance with ARTS standards is essential for continued recognition and membership. To this end, RBS conducts an annual Institutional Effectiveness Planning (IEP) meeting, bringing together members of the academic committee and seminary board to review and assess areas related to academic quality, student success, and overall institutional performance. During this meeting, key elements such as academic programs, modes of instruction, faculty oversight, and institutional policies are examined in light of ARTS standards. This process ensures that RBS remains aligned with its mission and continues to meet the rigorous academic and theological standards set forth by ARTS.

IV. Strategic Planning

RBS is committed to continual self-examination and improvement in order to better fulfill its mission and serve its students with excellence. As part of this

commitment, RBS has developed a comprehensive Strategic Plan (SP) designed to strengthen the seminary's academic quality and operational effectiveness. The plan identifies specific areas for growth and refinement across curriculum design, instructional methods, and faculty development—all aimed at enhancing the overall educational experience. The Strategic Plan is regularly reviewed by the Board of Directors, administrative staff, and faculty to ensure alignment with the seminary's mission and long-term vision. Serving as a guiding framework, the SP helps measure institutional progress and sustainability, particularly in academic and educational domains.

The SP highlights two goals that flow from RBS's mission: preparing men for ministry and equipping the saints for service. Additionally, it identifies eight goals necessary for RBS to carry out its mission. Under each goal are the subsidiary objectives needed to support the goals of our mission and to secure the goals of our ministry.

A.Mission Goals

Goal 1: Training men for ministry

- Provide the content of seminary materials that is biblically sound and academically rigorous.
- Provide courses that cover the full range of topics needed by men who serve in the ministry.
- Employ competent instructors who present the material well and who are willing to interact with the students.
- Offer courses in a flexible online format that will allow men to remain in their local church and be mentored by their pastors.
- Offer some courses in a modular or residential format as a supplement to the online courses and to provide students with the opportunity for live instruction. Ensure that students move efficiently through the course of study with a high rate of completion.
- Ensure that students are being mentored by their pastors and given opportunities to apply what they have learned in the context of local church ministry.
- Ensure that students are growing not only in knowledge but in grace and godly character.

- Assist students and local churches in identifying placement opportunities for internships and ministry positions.

Goal 2: Equipping saints for service

- Provide the content of seminary materials that is biblically sound and that is suited to the student's level of depth and maturity.
- Provide courses that cover a wide range of topics related to basic Christian doctrines and ethics.

B. Ministry Goals

Goal 1: Providing Curriculum

- Ensure that the material for each course is biblically based and Scripturally sound.
- Ensure that the theology of our curriculum is consistent with our commitment to that Reformed theology summarized in the Second London Confession of Faith of 1689.
- Ensure that each course is consistent with and complementary to the other course offerings of the seminary.
- Ensure that each course includes carefully prepared reading requirements that complement and reinforce the lecture material.
- Ensure that the courses include aptitude assessments such as exams, writing projects, and testing materials.
- Ensure that the courses are available to fulfill each degree program that the seminary offers.
- Ensure that the seminary programs are accredited by a reputable Christian accrediting organization.

Goal 2: Providing Faculty

- Ensure that each faculty member has the academic, theological, and ministerial competence in his area of instruction.
- Ensure that each faculty member exhibits godly character and a Christlike demeanor and is actively engaged in local church ministry.
- Ensure that each faculty member has the guidance and support to use the seminary's online platform effectively.

- Ensure that each faculty member interacts well with students at a personal and professional level.
- Ensure that each faculty member follows the leadership of the academic dean and is supportive of the mission of the seminary.
- Ensure that each faculty member is compensated fairly for his contribution to the seminary's ministry.

Goal 3: Providing Facilities

- Ensure that the seminary has the facilities necessary to meet the instructional and administrative needs of the seminary.
- Ensure that the seminary has the facilities necessary to provide high-quality audio and video recordings.
- Ensure that the seminary has the facilities necessary to house its library materials and to provide study space for its residential students.
- Ensure that the seminary has the facilities necessary to provide storage space for files, technical equipment, and other seminary materials.

Goal 4: Providing Technology

- Ensure that the seminary has a website that is attractive, up-to-date, and easy to navigate.
- Ensure that the seminary has a college and learning management system that adequately supports online learning, public relations, and essential administrative interfaces (applications, student portal, teacher-student communications, student payments, online donations, etc.).
- Ensure that the seminary utilizes good audio and video equipment so that the audio and video recordings are of the highest quality.
- Ensure that the students have access to adequate theological resources in digital format.
- Ensure that the seminary utilizes technologies that are flexible and can be adapted for various teaching formats and requirements.

Goal 5: Providing Governance

- Ensure that the seminary Board is filled with qualified pastors who have the gifts necessary to govern and lead the seminary.

- Ensure that the seminary Board anticipates, articulates, and properly documents the policies and legal issues affecting the life and long range vitality of the seminary.
- Ensure that the seminary's academic dean has the theological training and pastoral experience necessary to provide component leadership for the seminary.
- Ensure that adequate administrative support is provided so that the seminary programs can proceed efficiently.
- Ensure that the seminary develops and executes a process by which student learning outcomes and the efficient use of seminary resources are evaluated and improved.
- Ensure that the seminary anticipates and plans for leadership succession.

Goal 6: Providing Administration

- Ensure that the seminary develops an efficient and effective administrative structure that meets the needs of a growing seminary.
- Ensure that the administrative staff supports the governance leadership by diligently carrying out daily operations and by providing timely reports.
- Ensure that administrative staff endeavors to maintain high standards of integrity including faithful financial stewardship.
- Ensure that administrative staff interacts with constituents in a gracious and professional manner.

Goal 7: Providing Financial Resources

- Ensure, when possible, that tuition rates and student fees are kept at a level that is commensurate with the students' ability to afford theological education.
- Ensure that some scholarship funds are available for students with special financial needs.
- Ensure that the seminary seeks to cultivate a broad base of support for its financial needs.
- Ensure that supporters are familiar with the seminary's mission, believe in that mission, and have confidence the seminary can accomplish that mission.

Goal 8: Providing International Support

- Ensure that the seminary is able to develop and assist similar programs in other countries.
- Ensure that the seminary can develop affiliate relationships with like-minded international ministries in which we provide various levels of support and encouragement, including advice, faculty participation, and program endorsement.
- Ensure that the seminary has adequate administrative and governance resources to be able to participate in international programs.
- Ensure that the seminary has sufficient resources to contribute online and in-person faculty participation in international programs.

See the entire Strategic Plan here.

VI. Graduate Testimonies

The following testimonials are drawn from exit interviews completed by graduates who graduated over the past academic year. Together they illustrate Reformed Baptist Seminary's commitment to rigorous theological education, spiritual maturity, faithful service to the local church, and practical preparation for gospel ministry. For more, see the news feed on the RBS homepage.

Making Seminary Accessible

"With work, family, and church responsibilities, I never thought I would have the opportunity to pursue this level of theological education. RBS made that possible through its simplicity, flexibility, and high-quality instruction."

Joshua Thompson
Master of Theological Studies
Graduated: December 2025

Theological Education of the Highest Quality

"I would not be surprised to learn that RBS provides the greatest theological education available. I would highly recommend it to anyone in a position similar to mine."

Daniel Titus
Master of Divinity
Graduated: December 2025

International Leadership

"The rigorous academic demands of the M.Div. program served not only to sharpen my mind but also to refine my character. God used RBS to equip me as a more faithful steward of His Word while serving the church in Nigeria."

Osagie Azeta
Master of Divinity
Graduated: April 2025

Pastoral Preparation

"I had just become an elder when I enrolled. My primary goal was to become more qualified for the position I had just been appointed to. RBS helped me accomplish that goal."

Paul Kurtz
Master of Theological Studies
Graduated: May, 2026

Confessional Theology

"I leave with a deeper appreciation for our rich confessional Baptist heritage. The lectures, readings, and challenging writing assignments stretched me, while the professors were outstanding and remarkably accessible."

Caleb Moore
Master of Arts in Theological Studies
Graduated: May, 2026

Love for the Local Church

"Growing up in a ministry environment shaped my love for the local church and my desire to serve God vocationally. During my time at RBS I have grown in my understanding of the rich historic theology that leads sinners to God's abundant grace. As I complete my seminary training, my desire is simply to be faithful wherever the Lord places me."

Alan Morrison
Master of Arts in Theological Studies
Graduated: May, 2026

Practical Ministry

"As I had been brought into eldership lacking any formal training, I believed it necessary to prepare myself through formal theological study. This education has become a gift to the churches I have served, and I am deeply grateful to the professors and staff of Reformed Baptist Seminary for guiding me through the greatest academic challenge of my life."

Brady Bush
Master of Divinity
Graduated: June, 2026

Spiritual Formation

"One of the things I've appreciated most is the school's commitment to character growth alongside theological study through its Church Partnership philosophy. Not only have I grown academically, but I have grown as a husband, father, church member, and servant of Christ."

Noah Potter
Associate of Arts in Biblical Counseling
Graduated: July, 2026

Global Missions

"Japan is known for having a devastatingly low Christian population. There are fewer than ten Reformed Baptist churches here, and most of us struggle to find a seminary where we can receive confessional theological education. RBS made it possible for me to receive rigorous theological training while remaining here in Japan and continuing in ministry."

William Joshua Alcaide
Bachelor of Divinity
Graduated: July, 2026

Faculty Quality

"One of the first things I tell people when recommending RBS is the superb quality of its faculty. Because professors do not have to relocate, RBS is able to recruit exceptionally qualified instructors from around the world who bring both scholarship and pastoral experience to the classroom."

Chris Siegenthaler
Master of Theological Studies
Graduated: July 15, 2026

Appendix A: Course Evaluations

Course Evaluation edit

Design | Preview | Courses

Syllabus

1) Assess the quality of the syllabus. Required

	Minimally	Partially	Mostly	Fully	N/A
The syllabus _____ communicated course requirements.	○	○	○	○	○
The grading system as outlined in the syllabus is _____ fair and accurate.	○	○	○	○	○
The syllabus was _____ followed throughout the course.	○	○	○	○	○

2) If you noticed any errors or inconsistencies in the syllabus, lessons, or exams, please explain.

Curriculum

3) Assess the quality of the curriculum. Required

	Minimally	Partially	Mostly	Fully	N/A
The course material _____ matched the title and course description.	○	○	○	○	○
The course objectives were _____ met?	○	○	○	○	○
The textbooks were _____ appropriate and useful according to course objectives.	○	○	○	○	○

4) If certain course objectives were not met or were inadequately addressed, explain which ones.

Assignments

5) Assess the relevance and transparency of assignment requirements. Required

	Minimally	Partially	Mostly	Highly	N/A
Expectations for assignmets were _____ clear.	○	○	○	○	○
Time granted for the completion of assignments and exams was _____ appropriate.	○	○	○	○	○
Amount of assigned reading was _____ appropriate to the course.	○	○	○	○	○
Course workload seemed _____ consistent with the number of credits of the course.	○	○	○	○	○
Assignments were _____ helpful in achieving course objectives.	○	○	○	○	○
The Exam(s) were _____ effective in assessing competency in the course.	○	○	○	○	○

Ministerial Relevance

6) Assess the usefulness of this course for ministerial work. Required

	Minimally	Partially	Adequately	Highly	N/A
The material was presented in a way that was _____ relevant to ministry.	○	○	○	○	○
The concepts covered in the course were _____ relevant to the development of my ministerial aspirations.	○	○	○	○	○
The course _____ encouraged reflective thinking in application of the acquired skills and/or knowledge.	○	○	○	○	○

7) What did you find most helpful about this course? Required

8) What about this course could be improved? Required

9) To the best of your knowledge, how do you think this course has impacted your spiritual growth and Christian development (take a moment to reflect on this)? Required

Instruction

10) Structure Required

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The method of teaching is appropriate for the course.	○	○	○	○	○
The presentation was well organized and clear.	○	○	○	○	○

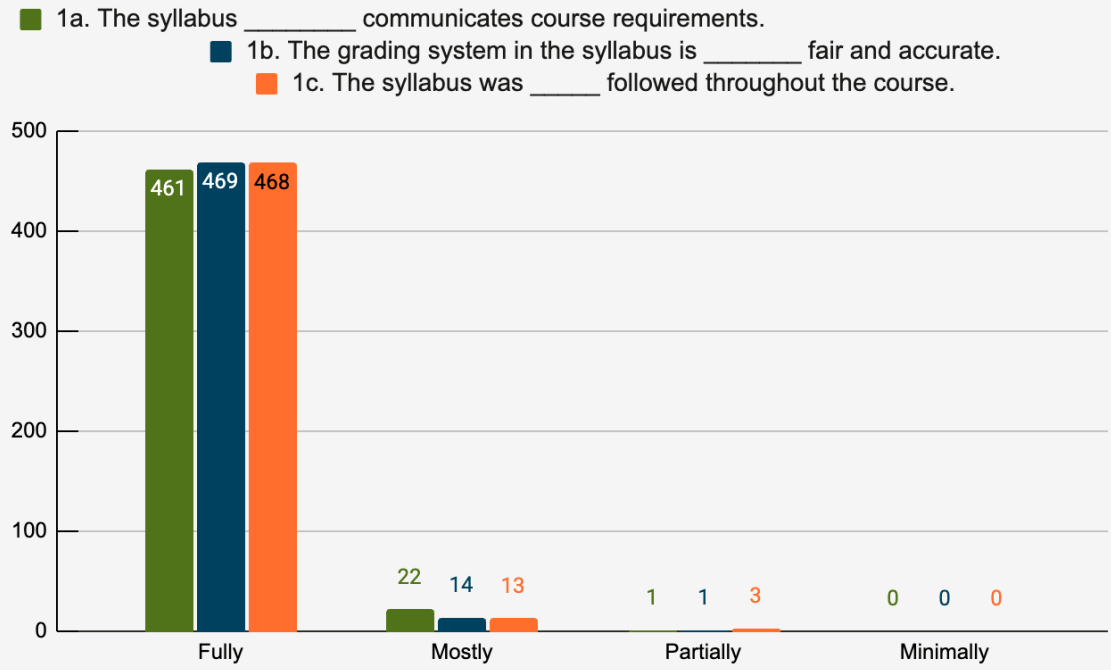
11) Delivery Required

	Minimally	Partially	Mostly	Highly	N/A
The Professor appeared to be _____ prepared.	○	○	○	○	○
The Professor's attitude toward teaching this course was _____ motivating.	○	○	○	○	○
The oral presentation was _____ audible and articulate.	○	○	○	○	○

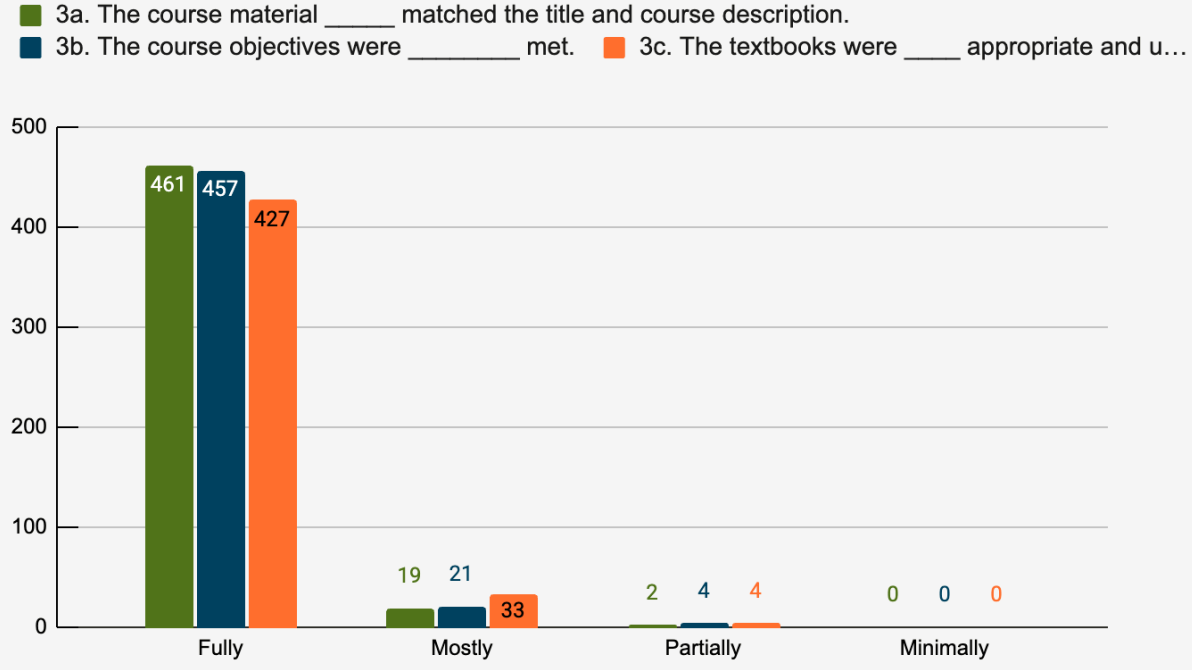
12) How could the faculty, lecturer or grader improve?

Results for Fall 2025–Spring 2026 Terms

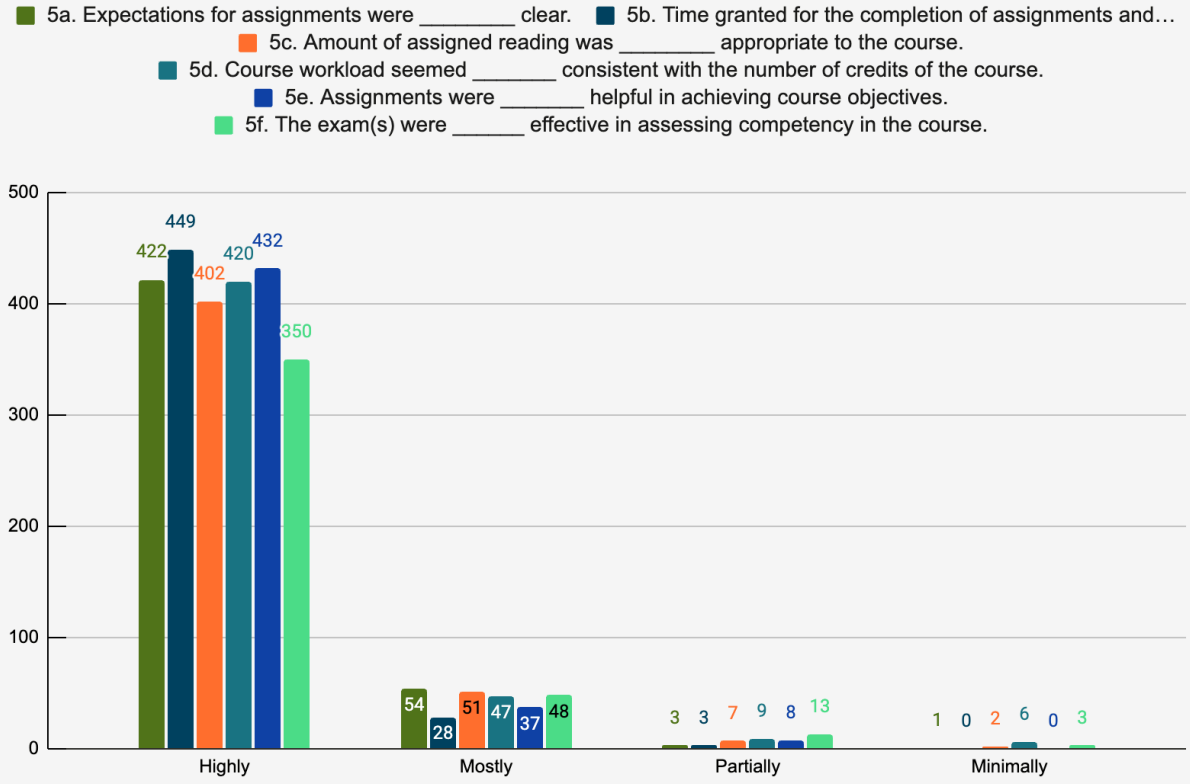
Syllabus



Curriculum



Assignments



Appendix B: Exit Survey

1. Sample

Intent to Graduate

Ministry Activity *

Upon completion of the program, what will be you primary area of Christian service?

--

Spiritual Formation *

Reflect on how RBS has helped in your spiritual formation. Please be as objective as possible.

	1 (Very Low)	2	3	4	5 (Very High)
To what degree has RBS helped you to grow spiritually?	○	○	○	○	○
To what degree has RBS helped to increase your love the Scriptures?	○	○	○	○	○
To what degree has RBS helped to increase your dependance upon the Holy Spirit?	○	○	○	○	○
To what degree has RBS helped to increase your love for Christ?	○	○	○	○	○
To what degree has RBS helped to develop your Christian character?	○	○	○	○	○
To what degree has RBS helped in understanding/cultivating your calling in life and ministry?	○	○	○	○	○
To what degree has RBS helped you to love the church and God's people?	○	○	○	○	○
To what degree has RBS helped you to love and evangelize the lost?	○	○	○	○	○

Spiritual Formation Described *

Describe how RBS has impacted your spiritual formation.
[minimum 200 characters]

Mentoring Relationship *

Reflect on the mentoring aspect of your studies with RBS. This is with reference to the local mentor/pastor.

	1 (Highly Disagree)	2	3	4	5 (Highly Agree)
My mentor modeled a Christ-centered life that inspired me.	○	○	○	○	○
I felt known, heard, and understood by my mentor.	○	○	○	○	○
Our meetings were marked by honesty, respect, openness, and prayer.	○	○	○	○	○
I was open to correction, feedback, and challenge from my mentor and made consistent effort to apply what we discussed..	○	○	○	○	○
I was proactive in scheduling, communicating, and showing commitment.	○	○	○	○	○
My mentor held me accountable in spiritual and ministerial goals.	○	○	○	○	○
My mentor asked insightful questions that helped me see blind spots.	○	○	○	○	○
My mentor helped me identify and strengthen my God-given gifts.	○	○	○	○	○
The mentoring process increased my confidence in my calling.	○	○	○	○	○
I feel better equipped to mentor others and serve in ministry.	○	○	○	○	○
The mentoring relationship contributed significantly to my spiritual growth.	○	○	○	○	○
The time commitment and structure were appropriate and helpful.	○	○	○	○	○

Mentoring Relationship Described *

Describe your mentoring relationship. Where was it strong? Where could RBS grow in facilitating student mentoring?
[minimum 200 characters]

Assess RBS Staff *

How satisfied have you been with the Staff of the seminary?

	1 (Not satisfied)	2	3 (Neutral)	4	5 (Very satisfied)
Did they manifest Christian and professional deportment?	○	○	○	○	◉
Were they helpful to you?	○	○	○	◉	○
Did they communicate in a timely and clear manner?	○	○	○	○	◉

Add note

Assess RBS Professors *

How satisfied have you been with the professors of the seminary?

	1 (Not satisfied)	2	3 (Neutral)	4	5 (Very satisfied)
Were they sufficiently knowledgeable in their subject?	○	○	○	○	◉
Did they communicate well?	○	○	○	○	◉
Did they communicate in a timely and clear manner?	○	○	○	○	◉
Did they communicate in a timely and clear manner when you reached out to them?	○	○	○	○	◉

Add note

Assess RBS Curriculum *

	1 (Not satisfied)	2	3 (Neutral)	4	5 (Very satisfied)
Were the lectures and reading material substantial?	○	○	○	◉	○
How well did the course curriculum help you achieve the learning objectives identified in the syllabus?	○	○	○	○	◉
How satisfied were you with the lecture recordings?	○	○	◉	○	○

Add note

Assess RBS Program *

	1 (Not satisfied)	2	3 (Neutral)	4	5 (Very satisfied)
How well did the program you enrolled in help you reach your educational goals?	○	○	○	○	◉
How well did your program help you reach your ministry goals?	○	○	○	○	◉

Add note

Recommanding RBS to Others *

	1 (Very Unlikely)	2	3 (Neutral)	4	5 (Very Likely)
How likely are you to recommend RBS to potential students?	○	○	○	○	◉

Add note

What does RBS do well?

Please provide areas where you think RBS has excelled.

RBS is great for its simplicity and flexibility. Thee quality of the lectures is really good, outside of a few older recordings which are low quality.

26 words 150 characters

Add note

Where can RBS improve?

We are always looking for ways we can improve. Please provide any areas where you think RBS can improve in the future. Be specific. Thank you!

The beauty of the seminary is that it is all online and at your own pace. The draw-back is that it is all online. Consider maybe monthly zoom calls with professors and class mates to discuss readings and ask questions? Or is there some other way to help connect the professors to the students?

54 words 293 characters

Add note

2. 2026 Results

Ministry Activity *

Upon completion of the program, what will be you primary area of Christian service?

28 responses



Full-time Pastor/Elder	10	35.71%
Part-time, paid pastor	2	7.14%
Bi-vocational, unpaid pastor	5	17.86%
Pastoral intern / pastoral assistant	3	10.71%
Deacon	1	3.57%
Lay discipleship	3	10.71%
Business Professional	2	7.14%
Christian (school) Education	2	7.14%

Spiritual Formation *

Reflect on how RBS has helped in your spiritual formation. Please be as objective as possible.

24 responses

	1 (Very Low) 1	2 2	3 3	4 4	5 (Very High) 5	Total	Average
To what degree has RBS helped you to grow spiritually?	0% 0	0% 0	8.3% 2	29.2% 7	62.5% 15	24	4.5
To what degree has RBS helped to increase your love the Scriptures?	0% 0	0% 0	8.3% 2	29.2% 7	62.5% 15	24	4.5
To what degree has RBS helped to increase your dependance upon the Holy Spirit?	0% 0	0% 0	8.3% 2	37.5% 9	54.2% 13	24	4.5
To what degree has RBS helped to increase your love for Christ?	0% 0	0% 0	12.5% 3	20.8% 5	66.7% 16	24	4.5
To what degree has RBS helped to develop your Christian character?	0% 0	0% 0	16.7% 4	33.3% 8	50% 12	24	4.3
To what degree has RBS helped in understanding/cultivating your calling in life and ministry?	0% 0	0% 0	12.5% 3	20.8% 5	66.7% 16	24	4.5
To what degree has RBS helped you to love the church and God's people?	0% 0	0% 0	8.3% 2	29.2% 7	62.5% 15	24	4.5
To what degree has RBS helped you to love and evangelize the lost?	0% 0	0% 0	12.5% 3	37.5% 9	50% 12	24	4.4

Appendix C: Mentor Evaluation Sample

Reformed Baptist Seminary

PO Box 880705
Boca Raton, FL 33488-0705
1-916-617-1770

Mentor's Progress Report

[redacted]
Submitted: 12/05/2025 1:58pm
Submitted by:[redacted]

Select Student's Name*
[redacted]

Semester Term*
Fall

Semester Year*
2025

Have you also served in the role of "Proctor" for the student in this term?*
Yes

Student's Program*
Divinity (MDiv, BDiv)

Graduate or Undergraduate Divinity Program?*
Masters

Have you checked the students academic progress in Populi this semester?*
Yes

Getting Together*
2+

Mentoring Relationship*
Our meetings are marked by honesty, respect, openness, and prayer.: 5 (Highly Agree)
The student is open to correction, feedback, and challenge, and has made consistent effort to apply what we discussed..: 5 (Highly Agree)
Student has been proactive in scheduling, communicating, and showing commitment.: 4
I seek to hold him/her accountable in spiritual and ministerial goals.: 5 (Highly Agree)
I seek to help the student identify and strengthen his/her God-given gifts, and see his/her blind spots: 5 (Highly Agree)

Growth in Grace*

[redacted] is a godly man who continually makes strides in sanctification and maturity. He is both confident and humble, which enables him to take sin seriously and also make good advancements in personal holiness. His eagerness to serve the Kingdom abroad is a sign of the seriousness of his faith, and of the genuineness of his maturity in Christ.

Growth in Knowledge*

[redacted] continues to learn through his courses at RBS, and also his own readings of scripture and other theological books. He is eager to engage with young men who become enamored of controversial topics, and studies diligently in order to point them toward biblical truth. He demonstrates a good amount of discernment and judgment, and a good ability to be properly nuanced in his thinking while standing firm on clear categories of truth.

Growth in Ministry Gift*

[redacted] is preparing to leave for the missions field, and full-time work in Vietnam. While he is here, he is eager to teach, preach, and serve in various ministry roles. His opportunities to preach have increased as he has been traveling to various churches (potential financial supporters).

Opportunities to Serve*

[redacted] participates in our young mens' discipleship group, and also is active in evangelism in our community with a few men of the church. He preaches, reads scripture, prays for the congregation during the worship service, and officiates communion whenever asked.

Divinity Student Preparation*

We meet regularly to discuss various facets of ministry, challenges of ministry, and the pastoral skills and wisdom that he will need to serve in leadership roles, especially on the mission field overseas.

Have you discussed the above areas of growth and progress with the Student?*

Yes

RBS Improvement

How Can RBS Improve*

I'm Satisfied with Everything

Plans for Next Semester

Mentoring Next Semester?*

Yes

Proctoring Next Semester?*

No

Appendix D: Faculty Self-Evaluation Sample

Reformed Baptist Seminary

PO Box 880705
Boca Raton, FL 33488-0705
1-916-617-1770

Faculty Self-Evaluation

[redacted]

Submitted: 06/24/2025 6:14pm

To review your course evaluations, please navigate to "Reporting" (left vertical menu) > "Evaluation" (top menu) under the specified course in Populi. Make sure to select the correct term as well (top right) in case you are reviewing after the end of the semester.

Course Number*

[redacted]

Course Name*

[redacted]

Have you reviewed the student course evaluations for this course?*

Yes

What feedback did you find most helpful?

It's encouraging to be given such kind words; I also did think it was interesting that one student said that the linguistics lectures should maybe be an entire course.

What feedback if any was less helpful?

None

What would you do differently for this course in the future?

It's clicking along pretty well—I'm happy now. The video I did to help students understand my instructions for projects really cut down on the number of projects I had to send back to students for revision.

Appendix E: Annual Academic Committee Report

2026 Academic Committee Report

Members: Jeff Smith, Nick Kennicott, Bob Gonzales, Vadim Chepurny

Meetings Held: 9 since the last annual board meeting

1. Accreditation Oversight

The Academic Committee (AC) continued its work on the ARTS accreditation process throughout the year. BG remained assigned to upgrade Self-Study Standards 1, 2, 5, 7, and 11, while VC continued work on Standards 3, 4, 8, 9, and 10. By October, BG had updated Standard 1 and begun Standard 2, and VC had completed Standards 3 and 4. BG and VC attended the ARTS annual meeting virtually on October 23–24, 2025. By December, BG had finished Standard 2 and moved into Standard 5 (Faculty); by February, Standard 5 was substantially complete. BG and VC completed updates to the remaining standards in March and submitted them to the AC and later the Board for review.

On April 10, 2026, BG sent the revised and enlarged Self-Study and Strategic Plan to Glenn Hoyle, the ARTS executive director, who then forwarded the documents to Dennis Bennett, Chairman of the Commission on Accreditation (CoA). The CoA began its review in July. Should the committee approve the self-study, RBS will advance from “Applicant” to “Candidate” status. At that point, the AC will schedule a site visit with the CoA members for the first half of 2027.

In keeping with ARTS’s expectation of ongoing institutional self-assessment, RBS staff and the AC held the seminary’s first formal Institutional Effectiveness Meeting on June 30, 2026, reviewing Program Learning Outcomes, course and faculty effectiveness, financial stewardship, enrollment and student support, library resources, and technology, and identifying institutional strengths (academic quality, faculty expertise, doctrinal fidelity, global reach) and weaknesses (limited faculty resources, financial constraints, and course-development needs) to guide the coming year’s priorities. The AC will

present and discuss its review with the Board at the annual meeting August 11–12, 2026.

2. Institutional Policies and Statements

Key policy actions included:

- Adopting a Program Expiration Policy requiring students to retake courses that fall outside the seven-year expiration window unless the AC grants an exception (drafted by VC, prompted by the James Elliott case, Sept 2025)
- Removing the mentoring-handbook exception that allowed already-ordained pastors to forgo a mentor, requiring all students to have one and routing exceptions through the AC (Dec 2025)
- Adding Spiritual Formation and Mentoring Relationship reflection questions to the Intent to Graduate form (Dec 2025)
- Restructuring RBS International as RBS Global (RBSG), appointing Nick Alford as coordinator, and forming an RBSG committee of Alford and two Board members; the committee held its first meeting on March 4, 2026, exploring renewed ministry contacts in Pokhara and Kathmandu, Nepal, and a new inquiry from Beijing, China.
- Revising PT619 Ministerial Practicum to exclude students who are already pastors and to require mentor and student self-assessment forms, satisfying ARTS's requirement to measure ministry-skill development (approved Feb 2026, effective Fall 2026)
- Proposing a revised Credit Transfer Policy requiring a grade of C or better to qualify for transfer credit (Feb 2026)
- Creating a point-based Faculty Competency Assessment rubric (academic credentials, ministry experience, teaching experience, contributions, doctrinal alignment, student feedback, and special considerations) in response to ARTS's expectation that faculty qualifications be objectively measured (Jan 2026)
- Approving translation (but not distribution of the original English lectures) of the Expository Preaching module into Urdu for Pastor Irfan Shoukat's ministry in Karachi, Pakistan (March 2026)

3. Academic Programs and Courses

- Several RBS courses (HT613 Reformation Church, HT614 Modern Church, ST603 God & Decree, ST504 Man & Sin, ST505 Christ & Covenants, ST508 The Church, and ST509 Last Things) had lecture content exams but not substantial writing projects. To ensure students are not only growing in knowledge and comprehension but also in analysis, synthesis, and evaluation, the AC added term papers to these courses.
- The AC implemented steps towards the long-term restructuring of the curriculum. That restructuring advanced on several fronts during the year:
    - Historical Theology: replacing the four HT courses with a consolidated three-course sequence (Early–Medieval, Reformation, and Modern Church), evaluated a strong pool of new faculty applicants (Jayson Smith, Jon Cleland, Josh Carmichael, Ryan Bush), and scheduled Robert Elliott to teach the Reformation-era course (renamed Historical Theology II) as a live module in Riverside, CA, targeted for early 2027
    - Systematic Theology: reducing the ST sequence from roughly eight to six courses, replacing Waldron-authored ST501 Apologetics and ST509 Last Things with new courses led by John Sweat (Apologetics) and Jeff Johnson (eschatology), and developing ST602 Revelation & God and ST603 Man & Christ
    - Practical Theology: combining PT610 Pastoral Theology and PT612 Church Ministry into a single three-credit PT611 Pastoral Ministry course, adding a PT605 Free Offer & Evangelism elective, and introducing PT650 Introduction to Missions (Ryan Bush)
    - Exegetical Theology: replacing the OT/NT Theology sequence with Biblical Theology and ET531 Bible Survey and adding Bible electives
    - Formally adopting a course-prerequisite structure (e.g., ET500 before ET510/515/530/631/632; HT611 before HT612–614; ST501/502 before other ST offerings; PT602 before PT608; PT601/610/612 before PT619) (Aug 2025)
    - The Biblical Counseling program underwent its own major transition: the 63-credit RBS-CCEF hybrid program was replaced in

May 2026 with a new 60-credit, RBS-authored program that retains ACBC certification. BG produced documentation justifying six academic credits for ACBC Phases 1–3, and the AC assigned Jeff Johnson to teach the expanded BC610 Pastoral Counseling (increased from two to three credits) and Sam Barber to teach the new BC612 Contemporary Issues course, addressing addiction, abuse and trauma, sexual identity, technology, and parenting. The website, catalog, and Populi records were updated, and Josh Nolan produced a new program brochure.

- On the international front, the RBS Global initiative moved from proposal to implementation under Nick Alford's coordination, with the RBSG committee's inaugural meeting on March 4, 2026, exploring renewed ministry contacts in Pokhara and Kathmandu, Nepal, and a new inquiry from Beijing, China.

4. Course Scheduling

The AC continued to develop and revise short- and long-term academic schedules. Residential and modular offerings included:

- Fall 2025: BL512 Greek 2; CS506 Christianity & Classical Culture; ET530 Biblical Theology module (John Sweat, Coconut Creek, FL, Oct 16–18, 2025)
- Spring 2026: BL513 Greek 3 (Fowler); PT602 Expository Preaching (Smith)
- Fall 2026: ST510 Ethics (Smith and Kennicott), scheduled in place of PT603 The Marrow of Modern Divinity; ET531 Bible Survey (Gonzales and Chepurny)
- Live Module – Expository Preaching: Borgman and Elliott, Minden, NV, July 27–31, 2026 (registrations exceeded budget projections)
- Planned for early 2027: Historical Theology II – Reformation module (Robert Elliott, Riverside, CA); ST608 The Church & Last Things, taught in hybrid format (Kennicott, residential; Johnson, module, Feb 2027); ET500 Hermeneutics module (Mark Ward, May 2027)
- Planned for Fall 2027: PT603 The Marrow of Modern Divinity (Smith and Kennicott), rescheduled from Fall 2026; BL501 Hebrew 1 (Gonzales)

5. Academic Quality Assurance

The AC implemented and monitored a range of quality-assurance measures throughout the year:

- BG conducted individual 20-minute meetings with nearly all faculty to review evaluations and discuss accreditation-related changes, with a further round of Dean-Faculty meetings and meetings with grading Teaching Assistants scheduled for June–August 2026
- Reviewed and acted on a steady caseload of credit-transfer requests, approving transfers for seven students.
- Reviewed and denied counseling student's request for a blanket extension on all SP401 drafts while he remained on academic probation, offering instead a course-drop option
- Approved a student's request to substitute HT510 Creeds & Confessions for a missing ST509 Eschatology credit toward his MTS in Systematic Theology
- Continued reviewing syllabi for alignment with course learning outcomes
- Convened the first annual Institutional Effectiveness Meeting (June 30, 2026), producing a Program Learning Outcomes Attainment Report, an Annual Student Course Evaluation Report, a Faculty Workload Analysis, and a Faculty Competency Assessment

Total graduates since RBS's inception reached 191 as of May 2026, with fourteen additional students planning to graduate that spring.

6. Future Recommendations

- **Faculty Needs:** continue vetting new faculty applicants in Historical Theology, Systematic Theology, and Biblical Counseling and pursue periodic compensation increases pegged to inflation.
- **Resource Access:** investigate expanded digital-library options — EBSCO's Atla Religion Database, JSTOR, ProQuest's Religion collections, Perlego, or a consortium-based Digital Theological Library — to supplement the current Lexham/Logos subscription.

- **Staffing:** discuss the need for hiring additional part-time or full-time staff particularly in view of VC's anticipated future service in the mission field and the corresponding need for a replacement.
- **Fundraising:** continue special-offering appeals for the Woodington and Kortie Scholarships and pursue Giving Tuesday and similar campaigns to support growth and international students.
- **Accreditation:** continue pursuing advancement from "Applicant" to "Candidate" status and complete preparations for the anticipated 2027 CoA site visit.
- **Curriculum:** continue executing the multi-year restructuring of the HT, ST, PT, ET, and Biblical Counseling curricula on the targeted Fall 2027–2028 timeline.


Reformed Baptist Seminary
Today's seed, tomorrow's tree.