

Quality Improvement Report

**NOBTS Unit Assessment
2016-2017**



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

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President's Office

Unit Purpose Statement: To lead the Seminary to fulfill the mission of the institution with excellence.

Outcome 1: Engage with NOBTS Student Body

Rationale: It is important for the President to engage with various NOBTS constituencies. The primary constituency of the institution is the student body. The President is responsible for the implementation of the NOBTS mission to equip leaders for the local church and its ministries. Those leaders come from NOBTS students. It is vital to maintain a positive relationship with the broader student body through consistent interaction with students in formal and informal settings.

Strategy: Provide opportunities for intentional engagement with the student body – The Strategy is to provide these opportunities both for the New Orleans campus students and extension center students.

Measure: Count of Visits made by the President – We will maintain a log of the visits made by the President to intentionally engage with the Student Body.

Benchmark: A minimum of seven intentional engagements opportunities with the student body – It is vital to maintain a positive relationship with the broader student body through consistent interaction with students in formal and informal settings.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Eight intentional engagement opportunities with the student body.	The visits with the student body are an important part of the work of the President. There are numerous opportunities for the President to engage with students, however it is important to provide intentionally planned opportunities for the President to interact with students. These visits have allowed the President to hear directly from students regarding their concerns, needs, and ideas to improve their seminary experience.	It was important to expand interaction and visibility of the President at these various centers and with the growing Korean student program.

President's Office

Outcome 2: Enhance the NOBTS Research Doctoral Program by Awarding PhD Fellowships

Rationale: The NOBTS Research Doctoral (ReDoc) program is an integral part of the institution that requires constant support in order to maintain the appropriate level of academic rigor. Currently, the institution awards some scholarships that function in the mode of a more traditional PhD Fellowship recognizable in the broader academic world. However, there is not currently a formal or organized PhD Fellowship Program at NOBTS. The value of an organized fellowship program will allow for greater recruiting efforts as well as developing a more prestigious PhD program. The fellowship program will also aid in the retention of PhD students. Finally, the fellowship program will assist in developing a platform for developing greater diversity among our PhD students.

Strategy 1: Assessment of Current Practice – The Assistant to the President was directed by the President to review the current practice and policies related to the function, application for, and awarding of the funds that currently serve as PhD Fellowships.

Measure 1: Assessment of current practice – The President's Assistant will dialogue with the Advancement, Business, Financial Aid, and the Research Doctoral offices to determine the current award practices for those funds that are presently operating as PhD fellowships at NOBTS.

Benchmark: Assessed Current Practices – Prior to the implementation of a formal PhD Fellowship Program, current practice is to be reviewed and assessed.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The Assistant to the President assessed, under the direction of the President, the current practices related to the awarding of funds, current recipients, policies related to the donor intent, and how PhD fellowships are made available to students.	It became clear that the current practice needed to be adjusted in order to provide a more strategic use of PhD Fellowships. Additionally, a more clearly defined process is necessary in order to provide the various offices and constituencies with the information required to provide the PhD fellowships according to donor intent. A more clearly defined application and award process will be valuable for effective communication with prospective PhD students as they consider the NOBTS Research Doctoral Program.	

President's Office

Measure 2: Define the term PhD Fellowship for NOBTS – The Administrative Council will function as a focus group to survey the material and information gathered by the President's Assistant from the various offices to determine the need for and the clear definition of the term "PhD Fellowship" at NOBTS.

Benchmark: Admin Council will serve as a focus group to define for NOBTS "PhD Fellowship" terminology. – Important the PhD Fellowship definition correlates to the institution's mission.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Admin Council met and formed a definition on May 10, 2017. Beginning in the 2017-2018 academic year, that definition as well as the overall PhD Fellowship program will be communicated to the various divisions and faculty of the Seminary.	Following is the definition as adopted: PhD Fellowship: A PhD Fellowship will pay full tuition for a PhD Student in good standing up to four years of study.	A clear definition of the terminology will allow clear communication by the faculty and administration to current and prospective PhD students about fellowship opportunities.

Strategy 2: Define the Award Process for the NOBTS PhD Fellowship program

Measure: Application and Award Process Policy – To ensure a clear process for prospective and incoming PhD students, it is necessary to have a clearly defined Fellowship award process. Included in that award process is the need for an application available to all prospective PhD students. Additionally, a clear application and award process provides the various academic divisions with the information necessary to communicate effectively fellowship opportunities.

Benchmark: The Policy will be finalized by July 31, 2017. – A policy for program structure is necessary for program implementation.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The Policy was agreed upon and finalized by the Administrative	The Administrative Council noted the necessity of the policy. A clear chain of command for awarding of the Fellowship was important to the Administrators. Additionally,	A policy was developed for a formal PhD Fellowship program.

President’s Office

Council May 2017.	the importance of using the Fellowship award policy as a tool for recruitment of new students was noted by Administrators.	
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Strategy 3: Identify Funds – As part of the development of the PhD Fellowship program, it is necessary to identify those funds that are currently functioning a PhD fellowship.

Measure: Fund Identification Table – The list of funds currently used or identified by the donor as a PhD fellowship.

Benchmark: 100% of PhD Fellowship Funds Identified – Identification of funding sources is necessary before fellowships can be awarded.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of the PhD Fellowship Funds at NOBTS were identified.	NOBTS has a number of funds that can be identified as functioning as PhD Fellowships. These funds were identified and used to mold a more comprehensive PhD Fellowship program. Some of the funds identified by donors as a PhD fellowship are being used in some form to support PhD students. But a clearer definition was articulated, which will be helpful in the continued development of a formal PhD fellowship program.	The President's Office, Business Office, the Financial Aid Office, and the ReDoc Office now have a clear understanding of the current scholarship accounts and the number of accounts that function as PhD Fellowships.

Provost's Office

Unit Purpose Statement: To lead the faculty to fulfill the Seminary's academic mission with excellence.

Outcome 1: Support Characteristic Excellence in the Seminary faculty.

Rationale: "Characteristic Excellence" is the Seminary's focal core value for this academic year. The faculty members have been challenged to complete a "Teaching in the 21st Century" graduate certificate to encourage excellence in educational technology and andragogy. Approximately 33 percent of the full-time faculty have completed the graduate certificate thus far.

Strategy: Support Characteristic Excellence in the Seminary faculty. – Have at least 40 percent of the faculty complete the "Teaching in the 21st Century" certificate in educational technology and pedagogy through the Center for Technology in Learning and the Innovative Learning program by July 2017.

Measure: Support Characteristic Excellence in the Seminary faculty. – The Provost will facilitate adequate advertising and faculty participation in the courses taught by The Center for Technology in Learning and the Innovative Learning program. The Provost will evaluate the faculty participation reports from the Center for Technology in Learning and the Innovative Learning program, and receive from the Registrar's Office the percentage of faculty who have completed the Teaching the 21st Century certificate.

Benchmark: 40% of full-time faculty completed the Teaching in the 21st Century certificate by July 2017 – The Center for Technology in Learning and Innovative Learning maintains a list of faculty participating in the training. We will measure success by an increase to 40% of the faculty receiving the Teaching in the 21st Century certificate. This would mean an increase of 7%. Ideally, we will continue to increase this until all the faculty are completing the training.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
32% of full-time faculty have completed the certificate	While several faculty took some of the classes towards the certificate, no one was able to complete the certificate last year. In hindsight, this was probably too lofty a goal. We are going to reevaluate what we are doing with the Innovative Learning program and seek to maximize our training efforts. We may need to start measuring how many classes the faculty completed rather than aiming for completion of the certificate. That will of course naturally follow.	

Provost's Office

Outcome 2: Increase student enrollment and retention in all areas of Seminary life.

Rationale: Training students to be effective ministers is our very reason for being as a Seminary. Last year our total enrollment was 3,888 students. Obviously we would like to have more students to help fund the seminary operations and help accomplish our mission.

Strategy: Increase student enrollment and retention in all areas of Seminary life. – The Provost will oversee the publicity, student enlistment, and retention efforts of the Seminary to increase enrollment.

Measure: Increase student enrollment and retention in all areas of Seminary life. – The Provost will work with the Public Relations department to create and launch a national advertising strategy for the 2016-17 academic year, and with Student Enlistment and Retention to assure reaching and keeping students for the Seminary.

Benchmark: The course enrollment will serve as the benchmark. These figures are from the cumulative enrollment charts provided the registrar's office. The benchmarks anticipate slight increases in enrollment across the board. We have been struggling with enrollment; the benchmarks are optimistic. – 817 tuition paying Leavell College students; 1,707 total Leavell College students; 730 New Orleans campus graduate students; 440 online graduate students; 620 extension center graduate students; 1,790 total graduate program students; 549 doctoral program

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
765 tuition paying Leavell College students; 1,617 total Leavell College students; 637 New Orleans campus graduate students; 457 online graduate students; 534 extension center graduate students; 1,628 total graduate program students; 533	The decline in enrollment for the college and seminary continued despite our best efforts. We were able to increase in the number of online students by 17, but the overall decrease was across the board in other programs. Perhaps the strategies applied were able to slow the decline, but the overall benchmarks were not achieved with the approach taken.	In the future, it might be better to aim as separate programs for improvement in order to work more specifically. One area to target is making the curriculum more available to students who do not live in New Orleans. The growth in the online program may be something that can be built upon for the future if we can keep improving in that area.

Provost's Office

doctoral program students; 3,778 total Seminary students		
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Outcome 3: Enhance the quality of the Seminary's online courses.

Rationale: The online program has become a significant aspect of Seminary life. NOBTS was an early adopter of online learning, with its first online classes in 2000, so many of the current online courses could be improved with an update, particularly using some video in each online course. We began an effort last year to upgrade the online courses with videos.

Strategy: Increase course videos. – The Provost will work with the Associate Dean for Online Learning, the Graduate Dean, and the Leavell College Dean to add the video component with NOBTS "bumpers."

Measure: Increase the number of online courses with video components – Increase the number of online courses with video components (including undergraduate, graduate, Korean, and Spanish online courses). The Associate Dean for Online Learning will provide a report tracking online courses with video content.

Benchmark: 100 online classes with video content – In 2014-15, NOBTS had 74 online courses with video content. Increasing this number should help the overall quality of the courses and the student experience. Students have commented in course evaluations that they would like to see more video in the courses. An increase to 100 would be a significant step towards having all classes with video content.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
While we were able to increase the number of classes with video, we were not able to get to 100 online courses with video. As of 8/15/17, we have 97 online classes with video content. There are an	The faculty worked hard to improve in this area, and many were able to add video components to their classes. At the same time, we need to keep working in this area. While we did not reach the benchmark, we were able to improve dramatically. In the coming year, we might want to focus on just the classes offered to be sure we are maximizing our efforts in this area.	We were able to increase our total classes with video count by 31% or an addition of 23 classes. We need to keep working in this area, and it would be helpful to focus on classes that are offered this academic year.

Provost's Office

<p>additional 14 classes with videos which are corrupted in some way. Apparently, faculty tried to include video in those instances but made a mistake in the process.</p>		
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Associate Provost

Unit Purpose Statement: The purpose of the Associate Provost's office is to facilitate projects as outlined by the Provost as well as to enhance communication among the faculty and administration.

Outcome 1: Increase scheduling efficiency in the graduate program

Rationale: The Provost and President expressed a desire to increase scheduling efficiency in the graduate program. The desire is to have fewer small classes and more classes that fill up. To this end, a scheduling task force was created in 2015-16 to create a scheduling cycle that provides additional predictability for students as well as administration.

Strategy 1: Implement and evaluate the internet cycle approved by the scheduling task force – The enrollment management task force developed a two-year cycle for internet classes which was piloted for the 2016-17 academic year. The task force will meet and evaluate the impact of this cycle on average class size, numbers of small classes, etc. Future evaluation will likely be handled by the Graduate Dean and Associate Provost. The goal is to decrease the number small online classes and increase average class size.

Measure: Internet Course Numbers – Gather important online course information to evaluate the success of the new scheduling process. The Associate Provost's office will gather the class enrollment information for online classes and share that with the enrollment management task force for analysis. Data will include the number of internet classes cancelled compared to previous years as well as a comparison of small online classes in recent years. Finally, the average class size will be considered as well. The goal is to have fewer small and cancelled classes and a larger average class size.

Benchmark: Internet Course Numbers Analysis – Overall, the internet cycle seems to be working well. The average online class size is higher than the previous four years. The number of small classes decreased from 9 the previous year to four this fall.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
At this point, the enrollment task force decided to leave the internet cycle as is for another	The schedule was significantly more efficient than the previous attempts at scheduling. The number of small classes decreased by more than 50%, and there were no cancelled classes. If the schedule continues to be effective, the next step will be to publish the cycle so students and advisors can plan accordingly.	This is being amalgamated with the Provost unit assessment since we don't have an Associate Provost position any more.

Associate Provost

<p>semester and let the administration begin to evaluate and adjust for the future. The charts developed will be utilized in the spring to track positive and negative changes.</p>		
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Strategy 2: Implement scheduling cycle for the on campus graduate program. – The enrollment management task force developed a six-year cycle for graduate classes on the New Orleans campus which was piloted for the 2016-17 academic year. The task force will meet and evaluate the impact of this cycle on average class size, numbers of small classes, etc. Future evaluation will likely be handled by the Graduate Dean and Associate Provost. The goal to decrease the number of small classes and increase average class size.

Measure: Campus Course Numbers – Gather important graduate course enrollment information to evaluate the success of the new scheduling process. The Associate Provost's office will gather the class enrollment information for graduate campus classes and share that with the enrollment management task force for analysis. Data will include the number of classes cancelled compared to previous years as well as a comparison of small classes in recent years. Finally, the average class size will be considered as well. The goal is to have fewer small and cancelled classes and a larger average class size.

Benchmark: Graduate Campus Scheduling Cycle Analysis – Overall, the cycle seems to be working, but there are still some tweaks to be worked out. The average graduate class size is slightly higher than the previous two years. The number of small classes however increased from 15 to 27 from the previous year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The scheduling committee decided to let the cycle run for another semester or</p>	<p>In the near future, we want to publish the cycle so students and advisors can plan more effectively.</p>	<p>This is being amalgamated with the Provost unit assessment since we don't have an Associate Provost position any more.</p>

Associate Provost

<p>two before making any substantial changes, but a desire was noted to watch the Monday afternoon classes to determine if that is a good time slot for class offerings. The enrollment task force also decided to let administration run the schedule moving forward.</p>		
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Office of Institutional Effectiveness

Unit Purpose Statement: The Office of Institutional Effectiveness assists academic and administrative offices of the seminary in assessing and improving their work in support of the seminary's mission. The Office of Institutional Effectiveness provides leadership, research, and support for the assessment and accreditation process.

Outcome 1: Improve degree program assessment

Rationale: NOBTS has made progress on the development of a process and begun initial assessments of the various programs and units the Seminary. Through the reaffirmation process, the IE office has helped to lead the institution to develop a sustainable and continual process of assessment. We have completed the first round of degree program assessment, assessed the process used, and are now implementing the process revisions for the next round of degree program assessment. The IE office has also led the institution in revamping the unit assessment process (called "Quality Improvement Report") for the various units of the institution and is in the first year of implementation of the updated process.

Strategy 1: Review and revise, as necessary, the Degree Program Outcomes – Each degree program will be reviewed to evaluate program outcomes, revising as necessary.

Measure: Percentage of degree program grids utilizing ATS degree program goal – Each graduate degree program will record the ATS degree program goals on their program assessment grid. In addition the SLOs will be correlated to the respective ATS program goals. The faculty degree juries will apply ATS degree program goals to each degree program through the Assessment Oversight Committee (AOC).

Benchmark: At least 90% of the degree programs in the 2016-2017 assessment cycle utilize ATS program goals. – ATS degree standards outline the desired outcomes for each theological degree

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of the degree programs in the assessment cycle utilized the ATS program goals	A 10 percent improvement rate was realized.	Each of the graduate degree program goals (as identified in the "NOBTS Assessment Manual," cycle of assessment) have been revised to record the ATS program goals.

Office of Institutional Effectiveness

Strategy 2: Review and revise, as necessary, the Degree Program Assessment Grid for the measurement of Student Learning Outcomes – The Degree Program Assessment Grid is a matrix used to record the assessment of the respective degree program.

Measure: Improvements in Degree Program Assessment Grids – The degree program assessment grids will be reviewed to ensure they measure what they were intended to measure and that they serve as a usable assessment document. Is the Rubric usable? Does the rubric measure what we say they measure? Through the use of the degree programs rubrics, we will determine the usability of the rubrics in the degree program assessment process to determine whether the rubric appropriately measures the student learning outcome.

Benchmark: Introduce at least 4 enhancements in the Degree Program Assessment Grid – Identification of key information is essential to possess a usable assessment tool.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Introduced 5 enhancements in the Degree Program Assessment Grid	The following enhancements were made to the Degree Program Assessment Grid: 1) Added column for identification of Baseline for the direct measure(s) and indirect measure(s) 2) Added column for recording of Benchmark for the direct measure(s) and indirect measure(s) 3) Added a column noting the Results from the respective semester's assessment for the direct measure(s) and indirect measure(s) 4) Added a column to record the improvement realized from the current baseline/benchmark 5) Added a column to record a new Benchmark based upon faculty jury assessment of the artifacts, as appropriate	This new Degree Program Assessment Grid is a useful tool in the degree program assessment process.

Outcome 2: Improve the culture of assessment at NOBTS.

Rationale: In keeping with our mission, the Office of Institutional Effectiveness provides leadership, research, and support for the assessment and accreditation process. This, in turn, assists in maintaining a culture of assessment at NOBTS.

Strategy: Training of the AOC and Faculty – All academic leaders, faculty assessment liaisons, and faculty at large will be given an opportunity to be trained in matters of assessment and accreditation.

Office of Institutional Effectiveness

Measure: Attendance at Training Sessions – IE staff will provide updates at monthly faculty meetings on accreditation standards, paying close attention to changes in the standards.

Benchmark: Provide at least 1 opportunity a semester for assessment / accreditation training

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
2 opportunities were provided for engagement of faculty in assessment /accreditation training	<p>Following attended the SACSCOC Annual Meeting in December 2016, held in Atlanta, GA: - Dr. Jimmy Dukes - Dr. Mike Edens - Dr. Norris Grubbs - Dr. Steve Lemke - Mr. Chris Shaffer - Dr. Thomas Strong - Dr. Sandy Vandercook</p> <p>Following attended the SACSCOC Summer Institute: 2016 - Grapevine, TX - Dr. Jimmy Dukes - Dr. Steve Lemke - Mr. Chris Shaffer 2017 - Austin, TX - Dr. Steven Lemke - Ms. Karla L. McGehee - Dr. Sandy Vandercook</p> <p>Following attended the ATS Biennial Meeting in 2016 in St. Louis, MO: - Dr. Mike Edens - Dr. Jimmy Dukes - Dr. Norris Grubbs - Dr. Steve Lemke - Dr. Harold Mosley</p> <p>Additional Participation: - Dr. Mike Edens: ATS School of Deans, December 2016 Also: - A specially called Faculty Workshop was conducted on 2/10/16, where Dr. Clayton Hess led an assessment discussion. - Dr. Norris Grubbs conducted "QEP Assessment Training" during the 8/16/16 faculty meeting. - Dr. Chara Long, Principal and Senior Consultant, Go Long, conducted a discussion on "Competency-Based Education" during the faculty workshop on 8/16/17.</p>	A greater number of faculty are being exposed to issues of assessment and accreditation.

Graduate Dean

Unit Purpose Statement: The Office of Graduate Studies assists in facilitating, problem-solving, and communicating with administration and the graduate teaching faculty in fulfilling the NOBTS mission in keeping with our core values.

Outcome 1: Graduate Faculty

Rationale: The Office of Graduate Studies seeks to ensure adequate oversight of the current graduate faculty and their teaching responsibilities.

Strategy 1: Academic Records – The official academic records of current graduate faculty are maintained in the Office of the Dean of Graduate Studies. The Office Manager for the Dean of Graduate Studies stores various institutionally mandated forms in the files of each current faculty member. Those forms consist of the following: original transcripts, current resume, ordination certificate (if applicable), and any other correspondence relating to their teaching load reductions (if applicable). The office digitized and integrated graduate faculty credentialing records with CIP codes within the "performance cloud" to demonstrate alignment between faculty preparation and course outcomes.

Measure: Faculty Transcripts – In the past prior to the beginning of each academic year, the Office of the Dean of Graduate Studies reviewed the official academic transcripts of each returning graduate faculty member to ensure that records were accurate and current. For each new faculty member, a file was developed to hold the official transcripts for the professor's credentials. This year the files will be digitized.

Procedure: The Office Manager for the Dean of Graduate Studies stores the transcripts of current graduate faculty in a file drawer dedicated for that purpose. The Office Manager reviews the transcripts for accuracy and obtains needed updated items, as required. This process occurs prior to the beginning of each academic year. This year the usual process will also include the step of digitizing the files.

Benchmark: 100% of all trustee elected faculty's records will be complete – By the end of the second week of each semester of the 2016-2017 academic session the Office of Graduate Studies will ensure Weave documents of trustee-elected faculty are complete.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
95% of records were complete by the second week of the first semester.	While the timed goal was not achieved, by the end of the academic session the entire project was accomplished. While a necessary transition to digital records this is now an on-going process in our academic records.	The process of digitizing academic credentials once completed has become a valuable tool for discovering

Graduate Dean

97.5% by the second week of the Spring semester and 100% by the second week of the Summer term.		how to maximize the effective use of all faculty.
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Benchmark: 100% of all trustee elected faculty's records will be observed to be aligned with assigned courses of instruction – By the end of the second week of each semester of the 2016-2017 academic session the Office of Graduate Studies will ensure Weave documents of trustee- elected faculty are complete and faculty credentials and "CIP" descriptors for assigned course.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
95% of records were demonstrated to be aligned by the second week of the first semester. 97.5% by the second week of the Spring semester and 100% by the second week of the Summer term.	This process of aligning credentials and teaching responsibilities is now a normal part of the academic process.	This enhanced oversight of the alignment of credentials and teaching responsibilities which has been made possible by the digitizing of records has become a normal process.

Strategy 2: Syllabi Review – The instruction within each graduate discipline is supervised through Graduate Divisional comparison of the faculty approved syllabi with the current iterations of the teaching syllabi taught by both the elected and adjunctive faculty. An electronic copy of the teaching syllabus is filed with the Graduate Division supervising the instruction and the Dean of Graduate Studies as the course of study is opened in the NOBTS system. The Office Manager for the Dean of Graduate Studies stores these syllabi in electronic files and the front page of the syllabus is filed in the paper files of the professor of record. The Graduate Division Chair ensures that the major elements of each iteration of a course syllabus are consistent with that approved by the Division and faculty. A copy of the teaching syllabus is provided by the Division to the Office of the Dean of Graduate Studies. The standardized syllabi are distributed through this office to regional deans and centers in a timely fashion.

Graduate Dean

Strategy 3: Faculty Teaching Load – The teaching load of each member of the graduate faculty is supervised annually through submission of the NOBTS Teaching Form to the Dean of Graduate Study through the Graduate Division. The complex teaching venues of faculty (Undergrad, multi delivery platforms of Masters and several terminal degrees) has made oversight of professorial teaching loads difficult. Enhanced oversight of the process by Graduate Division Chairs and robust communication across all teaching platforms will improve this situation.

Measure: Teaching Load Management – Each professor has a NOBTS defined teaching load set in consultation with the President and Provost. In consultation with the Division, each professor sets an annual teaching plan.

Procedure: During the early part of the academic session each professor, in consultation with his/her Division Chair, summarizes the instructional plan for the year. The Division Chair submits forms for all trustee-elected Divisional faculty to the Office Manager for the Dean of Graduate Studies. This process is completed each September, and the submitted forms are used as reference throughout the year as various adjustments to classes are made.

Benchmark: No faculty will teach more than 9 hours of "made" classes over their contracted load – None of the graduate faculty should exceed max load in a given academic session.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
5% of the faculty (2 professors) exceeded max load.	One professor was on sabbatic for one half of the year and exceeded his 1/2 year over load by 1 hour. The other professor in question went 2 hours over max load through an added workshop in August.	In the coming year, it is anticipated that no professors will exceed max load. Each Graduate division is being held accountable to maintain the standards of teaching load.

Outcome 2: Graduate Program Communication

Rationale: The Office of the Dean of Graduate Studies seeks to communicate the graduate programs of study of NOBTS through on-line and print iterations of the Graduate Catalog.

Strategy: Revision of the Graduate Catalog – The graduate catalog will be edited twice in the 2017 session. In late Fall, after trustee actions are formalized the on-line catalog will be updated. The on-line catalog is revised again in April, after trustee action and that revision will be the basis for the June print edition. The internal communication between divisions of the graduate faculties and all support services necessary for bi- annual revision of the catalog will be implemented by the Office Manager of the Graduate Studies Program.

Graduate Dean

Measure: Bi-annual Worksheets for revisions of all sections of the graduate catalog – The Office manager of the graduate studies program maintains communication in the form of worksheets for each section of the bi-annual revision of the graduate catalog. These worksheets provide a comprehensive communication checklist for revision.

Benchmark: Delivery of the revision to be posted on time in December and May – Communication with all the stakeholders for updating the catalog twice annually.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
On-line versions of the catalog were revised and posted twice.	The print version of the catalog delayed the Spring revision until May. An updated delivery platform for two PhD majors needed to be reflected in the print catalog so that it would be aligned with promotional material. The value of a print edition, which is out of date for 1/2 of the year, is questionable especially when consideration of the print edition delays the on-line revision.	

Outcome 3: Graduate Program Management

Rationale: The Office of the Dean of Graduate Studies seeks to ensure proper enrollment management in graduate programs of study.

Strategy: Course Cycles – The report of the Enrollment Management Task Force of 2015-16 will be implemented. The graduate course cycles for internet and main campus delivery will provide predictability for students. Through enrollment management the program will serve students better and more efficiently employ faculty.

Measure: 10% Reduction of number of cancelled and small courses in both classroom and internet sections – In the preceding academic session:
 In the Fall: 8 classroom and 2 internet sections were cancelled (total of 10). 29 classroom and 16 internet sections went forward as small (total of 45)
 In the Spring: 16 classroom and 3 internet section were cancelled (total of 19). 22 classroom and 9 internet sections went forward as small (total of 31)
 In the Summer: 2 classroom and 2 internet sections were cancelled (total of 4). 7 classroom and 14 internet sections went forward as small (total of 21)
 So for the session 27 classroom and 7 internet sections were cancelled (total of 34) and 55 and 39 went forward as small (total of 94)
 For the 2016-17 session
 In the Fall: 9 classroom with 0 internet sections were cancelled (total of 9). 33 classroom and 4 internet sections went forward as small (total of 37)
 In the Spring: 10 classroom with 0 internet sections were cancelled (total of 10). 28 classroom and 9 internet sections went forward as small (total of 37)

Graduate Dean

In the Summer: No sections were cancelled (0). 6 classroom and 7 internet sections went forward as small (total of 13)

For the session 19 classroom sections were cancelled. No internet sections were cancelled. 67 classroom and 20 internet sections went forward as small (total of 87)

While the number of cancellations decreased from 29 to 19 and small classes decreased from 76 to 74 the outcome of 10% reduction was not met due to an increase in the number of classroom small classes.

Benchmark: 10% reduction in the number of small classes and cancellations

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The number of small classes was reduced by (94 to 87) 7.5% while the number of classes cancelled was reduced by (34 to 19) 44.52%. The developing system is having the desired effect on effectiveness and efficiency.</p>	<p>The implementation of the enrollment management recommendations this academic session will move to the promotional phase. The existing cycles of internet and class room schedules will for the first time be publicized to the student body in advance of the course offerings.</p>	<p>The publication of the internet and classroom cycles will result in enhanced effectiveness in serving degree plans and more efficient use of the teaching faculty.</p>

Associate Graduate Dean

Unit Purpose Statement: The Office of the Associate Dean of Graduate Studies assists the Office of the Dean of Graduate Studies in facilitating, problem-solving, and communicating with administration and the graduate faculty in fulfilling the NOBTS mission in keeping with our core values.

Outcome 1: Oversight of credentialing of Graduate Adjunct Faculty

Rationale: The Office of the Associate Dean of Graduate Studies seeks to ensure adequate oversight of credentialing of current graduate adjunct faculty.

Strategy 1: Maintain official academic transcripts and resumes – The official academic transcripts and resumes of current graduate adjunct faculty are maintained in the Office of the Associate Dean of Graduate Studies.

Measure: Preparation and Review of Adjunct Faculty official records – Prior to the beginning of each semester, the Office of the Associate Dean of Graduate Studies reviews the official academic transcripts of each graduate adjunct faculty member who is scheduled to teach in the upcoming semester. For adjuncts who have taught previously for NOBTS, the files are reviewed to ensure they are accurate and current. For each new adjunct, a file is developed to hold the official transcripts for the adjunct's educational degrees. For any past adjunct who has completed further education, the file is updated to include the updated official transcripts. The Administrative Assistant for the Associate Dean of Graduate Studies stores the transcripts of current graduate adjunct faculty in a file drawer dedicated for that purpose. The Administrative Assistant reviews the transcripts for accuracy and obtains needed updated items, as required. This process occurs prior to the beginning of each academic semester.

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Throughout the academic year the Administrative Assistant for the Associate Dean of Graduate Studies reviewed the official academic	All the official academic records of all adjunct faculty members were reviewed using the process.	For increased unity of graduate program, the Associate Dean Quality Improvement Report will be incorporated into the Graduate Dean Quality Improvement Report.

Associate Graduate Dean

<p>records for graduate adjunct faculty members. The records for both previous and new adjunct faculty were reviewed to ensure those records were current and accurate.</p>		
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Benchmark: The Office of the Associate Dean of Graduate Studies will, by the beginning of each semester be current in 90% of the maintenance of files for adjuncts scheduled to teach that semester.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The current adjunct faculty records were complete and up-to-date 100% of the time for last year</p>	<p>Maintenance of academic records for Adjunct Faculty is vital to the success of the Seminary. The timing of some of the records is delayed for various reasons. Every attempt is made to complete have all the records in hand before the semester begins, but some minor records may be absent.</p>	<p>For increased unity of graduate program, the Associate Dean Quality Improvement Report will be incorporated into the Graduate Dean Quality Improvement Report.</p>

Strategy 2: Maintenance of Adjunct Faculty forms – The Administrative Assistant for the Associate Dean of Graduate Studies stores various institutionally mandated forms in the file of each current adjunct faculty member. Those forms consist of the following: teaching agreement, PhD supervision form, Southern Baptist Doctoral Teaching Fellowship form, current resume, approval notification from the academic division, and ordination certificate (if applicable).

Measure: Institutionally Mandated Adjunct Faculty Forms – The Administrative Assistant for the Associate Dean of Graduate Studies stores the institutionally mandated forms of current graduate adjunct faculty in a file drawer dedicated for that purpose. The specific course being taught by each adjunct faculty member is indicated by a teaching agreement. Those adjunct faculty who are current PhD students at NOBTS and have earned the ThM degree will require a PhD supervision form. Those PhD students who wish to teach under the Southern Baptist Doctoral Teaching Fellowship will

Associate Graduate Dean

require a Southern Baptist Doctoral Teaching Fellowship form. Each adjunct faculty member will submit a current resume. The academic division in which the adjunct will teach will submit a notification of approval from the division. Ordained individuals will submit a copy of the ordination certificate. The Administrative Assistant ascertains the presence of each of the above items for the current adjunct faculty prior to the beginning of each academic semester.

Strategy 3: Develop Credential Summary – The Administrative Assistant for the Associate Dean of Graduate Studies prepares the Credential Summary for each new adjunct faculty.

Measure: Credential Summaries – The Administrative Assistant for the Associate Dean of Graduate Studies prepares the Credential Summary for each new adjunct faculty. The official transcripts are consulted and the courses completed within the academic discipline are listed. The academic division at NOBTS uses the Credential Summary to help determine the suitability for the adjunct to teach specific courses within that division. The official transcripts of the new adjunct faculty member are consulted and the courses completed within the academic discipline are listed. The NOBTS academic division in which the adjunct will teach uses the Credential Summary to help determine whether the prospective adjunct is educationally credentialed to teach a specific course.

Strategy 4: Utilize Performance Cloud to verify Academic Credentialing for Adjunct Faculty – Performance Cloud is utilized to verify the credentialing of graduate adjunct faculty for teaching specific courses.

Measure: Inputting and Verifying Credentialing through Performance Cloud – The Administrative Assistant for the Associate Dean of Graduate Studies inputs the transcripts of current graduate adjunct faculty into Performance Cloud. Any supplementary credentials for the adjunct is also input. Using Performance Cloud, the Associate Dean of Graduate Studies reviews the educational transcripts and any supplementary credentials verify the adjunct has the educational qualifications to teach the specific class for which the adjunct is scheduled. The educational transcripts and any supplementary credentials of current graduate adjunct faculty are input into Performance Cloud. This is done prior to the semester in which the adjunct is scheduled to teach. The Associate Dean Graduate Studies verifies the adjunct has the educational qualifications to teach the class for which the adjunct is scheduled. This is done prior to the semester in which the class is to be taught.

Academic Divisions

Division of Biblical Studies

Unit Purpose Statement: The Purpose of the Division of Biblical Studies is to prepare students to interpret and communicate the Bible accurately in order to fulfill the Great Commission and Great Commandments through the local church and its ministries.

Outcome 1: Presentations

Rationale: Students will be actively involved in presentations and publications in scholarly settings.

Strategy: Student Papers – Faculty will advise and facilitate the development of student projects and papers in Biblical Studies courses toward scholarly presentation and publication.

Measure: Paper Evaluation – Evaluation of papers for presentation at professional society meetings by faculty and student peers

A1) Current level of performance in presentations - average for 2014-2015 and 2015-16 Academic Calendar years. B1) Evaluation of papers deemed "presentation worthy" by faculty and student peers. B2) Numbers of papers submitted for presentation at regional and national meetings. B3) Number of papers accepted for presentation. B4) Number of papers presented.

Benchmark: 20% of Biblical Studies PhD students will submit proposals to ETS-SBL-ASOR Annual and/or Regional Meetings or other professional society venues. Half of the proposals submitted be accepted for presentation.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Presentations made by students Cory Barnes, Anthony Daw, David Justice, Mario Melendez, Katie Unsworth Morgan, Allyson Nance, Jonathan Patterson, Andrea Robinson, and Matthew Rose	The presentations by PhD students in Biblical Studies exceed our goals of 20% making proposals and 50% of the proposals being accepted for presentation. Currently 45 students are enrolled in Biblical Studies PhD programs, and 3 were enrolled in 2016-17. Of those 48 2016-17 students, 15 made proposals (total proposals 18) (39.5%), and 10 proposals were accepted (52.6%).	Student proposals and presentations exceeded our baseline expectations. We will continue to encourage our PhD Biblical Studies students to make paper proposals and presentations during the 2017-18 Academic year. Since we have a large number of new students (8), with a total of 45, we will maintain our

Division of Biblical Studies

		benchmarks at 20% of students making proposals, and 50% of those being accepted.
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Outcome 2: Biblical Studies Community

Rationale: Encourage community among Biblical Studies students and faculty

Strategy: Biblical Studies Society – Create a Biblical Studies Society of students and faculty for discussion and presentations within the community (possible name Bridging the Gap: Ancient Texts for Contemporary Contexts"). Currently various small groups of students and faculty meet with some regularity to read and discuss Greek and/or Hebrew texts and Biblical topics. This society would provide a more formal format for scholarly interaction.

Measure: Assessment Measures – Assessment Measures will be maintained by the Biblical Studies division chair and the head of the society on a regular basis in accordance with the type of Measures listed below:

1. Number of meetings planned and held
2. Number of participants in the society: faculty + students
3. Number of students and faculty attending each meeting
4. Number of papers submitted for presentation Regular Meeting and Annual Reports will be presented through the Performance Cloud / Intentional Works systematic process.
5. Number of papers presented to the society

Benchmark: Average meeting size of 10 Students in Biblical Studies Society

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
One on-Pending Fall 2017 and Spring 2018 meetings	Not reported this period	

Christian Education Division

Unit Purpose Statement: The purpose of the Christian Education Ministries Division is to equip spiritual leaders to fulfill the Great Commission and the Great Commandments through the educational ministries of the church.

Outcome 1: Mentoring Enrollment

Rationale: Current enrollment in Christian Education Mentoring Program is 48. The Division faculty will endeavor to increase the enrollment of Christian Education students in Mentoring Program by 10%.

Strategy 1: Enlist Students – Enlist students, especially distant students, for mentoring program enrollment.

Measure: Enrollment Data Report – Enrollment data from Registrar's office will be collected each semester and summary annually. The Registrar's office will report to the Christian Education Division Chair the total number of students enrolled in the Christian Education Mentoring Program. The report will be generated at the end of each semester and annually.

Benchmark: A 10% Increase in Total Enrollment in the Mentoring Program – Limited program data was available, however, a benchmark of 10% increase was set. This numeric value is somewhat speculative since no long term data exists.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>Net increase of 61 students, (227%) Benchmark was reached and exceeded.</p>	<p>A total increase of 61 students in enrollment was very positive (227% increase). The addition of CEEF6211 Teaching Practicum as a mentoring option contributed to increases in both categories. The increase is indicative of successful efforts to direct students into this emerging pedagogical model which integrates technology supported information distribution, personal engagement by professors, and oversight by local practitioners. The Christian Education Ministries Division also proposed a name change to Division of Discipleship and Ministry Leadership which was approved by trustees in spring 2017. The endeavor is an indirect step to increase awareness of the division and opportunities for practical ministry training. Institutionally, the Graduate School nears adoption of a two year rotation of internet</p>	<p>We currently only have 6 courses in the delivery. We are converting at least 2 new courses to the mentoring format. This will expand student options.</p>

Christian Education Division

	<p>courses which will regularly integrate mentoring options. Improvements: Continue to increase student enrollment and total hours by adding new courses in which content and student learning outcomes comport with the model. Escalate student awareness of course options through communicating and advising. Stabilize predictability of class schedules with adoption and publication of 2 year rotation.</p>	
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Strategy 2: Program Promotion – Division faculty will present Mentoring Program options to new and potential students at campus preview and new student orientation.

Measure: Faculty Report – Faculty will report opportunities to present Mentoring Program options to new and potential students at campus preview and new student orientation. The report will be included in each faculty member's annual review.

Benchmark: Presentations at 5 On Campus Events with new or potential students – Faculty will report opportunities to present Mentoring Program options to potential students and incoming students at preview weekends and new student orientation.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>Faculty engaged in formal and informal presentations to students at New Student Orientation, preview weekends, and recruiting events. 5 events were scheduled in 2016-17.</p>	<p>The significant increase in student enrollment is an indicator of student interest and response.</p>	

Outcome 2: Mentoring Participation

Rationale: The current number of hours taken by students in the Christian Education Mentoring courses is 87. The Division Faculty will seek to increase the cumulative hours taken in Christian Education Mentoring courses.

Strategy: Academic Advising – Faculty will intentionally offer academic advising for students, especially distant students, in course selection and degree planning to include Christian Education Mentoring courses.

Christian Education Division

Measure: Report – Report of cumulative hours in Christian Education Mentoring classes. The Registrar's office will report to the Christian Education Division Chair the cumulative number of hours taken in the Christian Education Mentoring courses. The report will be generated at the end of each semester and annually.

Benchmark: To increase total number of Christian Education mentoring hours by 10%. – The division faculty will seek to increase the cumulative hours taken in Christian Education Mentoring courses by 10%.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Increase in total hours from 87 to 256 (increase of 169 hours). Benchmark was met and exceeded.	As student enrollment increases total hours followed with a 294% increase from 87 to 256. The addition of CEEF6211 Teaching Practicum as a mentoring option contributed to increases in both categories. The increase is indicative of successful efforts to direct students into this emerging pedagogical model which integrates technology supported information distribution, personal engagement by professors, and oversight by local practitioners. The Christian Education Ministries Division also proposed a name change to Division of Discipleship and Ministry Leadership which was approved by trustees in spring 2017. The endeavor is an indirect step to increase awareness of the division and opportunities for practical ministry training. Institutionally, the Graduate School nears adoption of a two year rotation of internet courses which will regularly integrate mentoring options. Improvements: Continue to increase student enrollment and total hours by adding new courses in which content and student learning outcomes comport with the model. Escalate student awareness of course options through communicating and advising. Stabilize predictability of class schedules wit adoption and publication of 2 year rotation.	Efforts to communicate to students has been efficacious. Substantial increase in student enrollment is indicative of promotion by faculty.

Church & Community Ministries Division

Unit Purpose Statement: The Church and Community Ministries Division exists to equip students to address individual, family, and social issues in biblically sound ways within the church and in the community.

Outcome 1: CCM Faculty Presentations and Recruitment

Rationale: Promote our distinctive approach to counseling and social work education regionally and beyond. CCM Division faculty will engage in professional, church and community presentations and recruitment trips, as well as a video completed by Dr. Brown, Associate Professor of Social Work.

Strategy: Program Promotion – Church and Community Ministry Division professors will continue making the maximum number feasible of presentations, recruitment contacts and promotion of the programs, and a promotional video.

Measure: Presentations and Recruitment trips – Number of presentations and recruitment trips. Students respond to personal contact, and students report that it impacted their decision to come to NOBTS. Annual report of presentations and recruitment activities (including the promotional video).

Benchmark: Each faculty member of the CCM Division (8 in total) will deliver a presentation – Engagement of CCM faculty members influences potential student consideration of attending NOBTS.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>All CCM faculty (8 in total) delivered presentations, Dr. Brown completed a promotional video. Approximately 24 presentations and 11+ recruitment opportunities occurred.</p>	<p>Exceeded the benchmark. Presentation and recruitment information delivered at Ouachita Baptist University and Recruitment Dinner (February, 2017), Senior Fest, (April, 2017), AACC National Conference (September, 2016), NOBTS Counseling Conference (November, 2016), Liberty University/Thomas Road Baptist Church (April, 2017), NACSW, NASW-LA Annual Conference, Mississippi College, Belhaven University (fall 2016) Also created a Social Work brochure and distributed it to 56 undergraduate SW programs (April-May, 2017); LifeWay Collegiate Week at Glorieta (August 2016), Sojourner's Conference (July 2017). Sent the social work brochures to 56 undergraduate social work programs in April</p>	<p>100% faculty participated, with an increase in number of presentations or recruitment trips beyond the benchmark. Social Work video received positive response.</p>

Church & Community Ministries Division

	<p>and May 2017. The Public Relations Office reported that the video completed by Dr. Brown was the second most watched video in NOBTS history. (https://youtu.be/QIL_cMFZl1Q)</p>	
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Outcome 2: Social service ministries

Rationale: Promote engagement of students in their respective programs (Social Work = Counseling) in the practice of individual, family a social interventions in biblically sound ways within the church and the community.

Strategy 1: Counseling Student Involvement – Students serve in providing pro-bono counseling through the Leeke Magee Christian Counseling Center (LMCCC).

Measure 1: Record of pro bono hours – Hours of student engagement in counseling are recorded in the electronic tracking system, Time2Track. Record of hours as recorded in electronic tracking system.

Benchmark: The student average in clinical practice will log 220 hours of direct client contact in a one year commitment – Student engagement in biblically- sound social services is a hallmark of successful student community ministries achievement and meets state counseling licensure requirements.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Average hours for the year was 231	During the 2016-2017 academic year, students in the counseling department have served in providing 4,848 hours (average of 231) of Pro-Bono counseling.	Students exceeded the number of benchmark hours (220) by an average of 11 hours, completing an average of 231 hours per student.

Measure 2: Client Satisfaction Survey – A survey of clients who come to the LMCCC that identifies level of satisfaction with services received. This is a value-added indirect measure of client satisfaction with counseling experience, based on question #2 of Client Satisfaction Survey.

Benchmark: Average of 3.5 on 5-point Likert scale – Client perception of satisfaction is crucial to student growth and competence as a counselor

Church & Community Ministries Division

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Average of 4.2 on a 5- point Likert scale	Clients expressed above average satisfaction with service received from student counselors.	Students achieved 4.2, exceeding the 3.5 benchmark.

Strategy 2: Social Work Student Involvement – Hours of student engagement in church and community ministries

Measure: Record of pro bono hours -- Students have requirements in Church Community Ministries and Practicum courses to complete community service hours. Record of hours as recorded in a log submitted at the end of the semester.

Benchmark: The student will complete an average of 20 hours of community service in the Church Community Ministries course as the Practicum. – Student engagement in community services is a hallmark of successful student community ministry and meets the NOBTS Competency of Servant Leadership.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Students averaged 20.25 hours	The eight students completed 162 hours total.	

Church Music Division

Unit Purpose Statement: Developing excellence in Kingdom-minded music and worship leaders

Outcome 1: To grow the Church Music Division student population

Rationale: The Church Music Division currently has 14 Doctor of Musical Arts in Church Music (DMA), 7 Master of Music in Church Music (MMCM) students, 1 Master of Divinity in Church Music (MDCM) student, 10 Master of Arts in Worship Ministries (MAWM) students, 7 Master of Divinity in Worship Ministries (MDWM) students, 20 Bachelor of Arts (BAM) in music majors, 12 music minors, and 2 certificate students. The Church Music Division has experienced tremendous growth in the DMA over the past 5 years, consistent growth in the MAWM/MDWM over the past 10 years, consistent growth in the BAM over the past 10 years, but a decline in MMCM students. The Church Music Division has met numerous times to discuss student recruiting points of action. These include a range of event platforms, namely the Baptist Church Music Conference and the Experience Conference. Two significant events that were previously targeted are no longer consistently offered: Church Music Georgia and Lifeway Worship Conference.

Strategy 1: Create a bridge from the MAWM/MDWM to the DMA to grow the DM program – The division will discuss the possibility of providing a bridge from the MAWM/MDWM to the DMA program (see attachment for bridge details). After a thorough discussion, the Church Music Division hopes to offer a well-conceived bridge which will pinpoint MAWM/MDWM graduates with a high potential for success in a DMA in Church Music.

Measure 1: Did the Church Music Division to discuss a bridge to the DMA? – The Church Music Division Chair will document whether a bridge to the DMA is discussed. Who: Church Music Division; What: number of meetings to discuss bridge to DMA; How: The Chair of Church of Church Music will document whether discussion occurs through documented digital review of meeting discussion.

Benchmark: The Church Music engaging in discussion, which may be counted through number of meetings at which the topic is discussed and is thus a quantitative measure.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The Church Music did meet multiple times	Various discussions occurred in the Church Music Division to determine whether it was wise to move forward with a bridge from MA	The process of adoption was a reminder of the

Church Music Division

<p>to discuss the bridge from a MA in Worship/Mdiv in Worship degree(s) to a DMA. Thus, the benchmark was achieved.</p>	<p>in Worship/MDiv in Worship to the DMA.</p>	<p>importance of robust discussion in making such decisions.</p>
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Measure 2: Did the Church Music Division adopt the bridge to a DMA? – The acceptance of a bridge will be measured by vote of approval by the music faculty, graduate dean's council, curriculum committee, and full faculty.

Who: Church Music Division, Graduate Dean's Council, Curriculum Committee, and Full Faculty; What: Approval of bridge to DMA; How: By vote according to NOBTS protocol

Benchmark: The adoption of a bridge from the MA in Worship/Mdiv in Worship to the DMA. This is a quantitative measure to be measured as a 1 or 0.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The bridge was adopted and passed at all three levels (Church Music Division, Graduate Dean's Council, Curriculum Committee, and Full Faculty. Thus, the benchmark was achieved.</p>	<p>After careful discussion, the Church Music Division voted to allow students with a bachelor in music to enter the DMA with a limited number of leveling classes. Once a clear path was determined, the bridge easily passed through the various levels of approval.</p>	<p>The Church Music Division will carefully monitor initial participants in this new opportunity through rigorous DMA checkpoints to ensure success and retention at the DMA level.</p>

Strategy 2: Offer CIV classes that are contained in both the MAWM/MDWM and MMCM/MDCM – The Church Music Division has occasionally offered classes in a CIV format. The Church Music Division could potentially increase distant student enrollment by offering CIV courses in at least 2 locations.

Measure: Are CIV masters level classes offered at CIV sites? – NOBTS has potential CIV classrooms available throughout the Southeast. Two of the sites that are strategic

Church Music Division

areas of growth are Atlanta and Orlando. The Church Music Division will seek to offer courses at these CIV locations.

Who: Church Music Division; What: CIV classes in Atlanta and Orlando; How: Connect existing MAWM/MDWM and MMCM/MDCM classes to CIV in Atlanta and Orlando; How will unit assess the data: We will mark a box on a google sheet that indicates whether the Church Music Division offered the classes through CIV

Benchmark: A few graduate courses had been offered through CIV format, but a need existed to increase the number of classes offered through CIV both in ATL and ORL – A quantitative increase in the number of CIV graduate Church Music classes in ATL and ORL.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The Church Music Division was able to coordinate with the Associate Provost to provide CIV connections to 2 extension centers (ATL and ORL). Students were enrolled in various classes through the ATL and ORL extensions. All graduate Church Music courses with the exception of ensembles and applied instruction were offered in CIV format in ATL and ORL.	Currently it is not clear if we have NASM permission to offer CIV instruction to MMCM/MDCM students. An ongoing discussion is occurring between NASM and the Church Music Division in this regard. However, because an MMCM Graduate Choral Conducting class was offered in a CIV format, for the first time an MAWM student took the class from a distant location, ORL, thus exceeding our expectations.	<ol style="list-style-type: none"> 1. A possible new strategy for 2017-18 could be verify whether MMCM/MDCM students may participate in CIV instruction. 2. The Church Music Division could seek to expand to a greater number of CIV locations.

Strategy 3: Target private religious high schools and homeschool networks for potential undergraduate students – There is currently very little awareness of the BAM at NOBTS. The Church Music Division will target private religious institutions and homeschool networks throughout the Southeast with the aim of recruiting students for the BAM.

Church Music Division

Measure 1: Did the Church Music Division send BAM information to 10 home school organizations? – The Church Music Division will contact 10 home school organizations that appear to be interested in gaining information on viable evangelical opportunities for students to pursue a music degree.

Who: Home school organizations; What: Recruiting materials provided through mail or digital means; How will unit measure: The Church Music Division administrative assistant will document how many items are mailed or digital items are sent to home school networks that appear to be interested in receiving such materials.

Benchmark: 10 homeschool contacts; making contacts aware of the Leavell College BAM with an emphasis in worship

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
13 phone calls were made; 7 emails were sent, and 6 mailings were sent.	We are not totally pleased with our number of good contacts, but the initiative is underway.	Some contacts were made, but the effort was primarily made in the summer. There is a better chance of reaching homeschool organizations during the school year.

Measure 2: Was the BAM highlighted in 5 significant religious high school interactions with the Enlistment office? – Very few high school know about the BAM at NOBTS. The Church Music Division will seek to coordinate with the Office of Enlistment in ensuring that the BAM is included in the promotion of the undergraduate program at high schools across the Southeast.

Who: Enlistment Office and Church Music Division; What: 5 Significant Promotion Encounters with Religious High Schools where the Church Music Division is highlighted; How will unit measure: The Church Music Division will coordinate with Enlistment to ensure that the BAM is highlighted at 5 significant religious high school recruitment events. These interactions will be documented by the Chair of Church Music.

Benchmark: Make 5 high school visits during the 2016-17 school year by Enlistment in which Church Music is emphasized.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
1 high school was visited twice, Grace King High School, and the BAM was presented.	In an email discussion with Enlistment there is a desire to visit more high schools.	High school visits should be at a higher priority level.

Pastoral Ministries Division

Unit Purpose Statement: The purpose of the Pastoral Ministries Division is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries by instructing students in the disciplines of pastoral ministries, encouraging students to value the significance of pastoral ministries, and assisting students in the development of skills necessary to perform pastoral ministries.

Outcome 1: Increase enrollment in the Research Doctoral Program in majors offered by the Pastoral Ministries Division.

Rationale:

Strategy 1: Develop a new Christian Leadership major in the PhD program. – A new Christian Leadership PhD major will be developed by the Pastoral Ministries Division in order to increase enrollment and participation in the PhD program in majors offered by the Pastoral Ministries Division.

Measure: Development of the Christian Leadership PhD major. – Curriculum map and requirements for the major were developed by the Pastoral Ministries Division. Creation of major establishes a new area for PhD enrollment.

Benchmark: Completion of the Christian Leadership major for students entering the program in 2017-2018.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The development of the major was completed by the target date.	Several students are making application to this major.	Work with recruiting office to promote the major to potential students.

Strategy 2: Recruit students for the Research Doctoral Program. – Division members intentionally will seek to recruit students who are in their Master's courses as well as recent graduates who a potential students for majors offered by the PMD in the Research Doctoral Program.

Measure: Number of students entering the Research Doctoral Program in majors offered by the PMD – During the 2015-2016 academic year seventeen students were enrolled in the majors offered by the PMD in the Research Doctoral Program.

Pastoral Ministries Division

Benchmark: Benchmark was set for four more students to enter the ReDoc Program in majors offered by the PMD for a total of twenty one students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
By the Spring 2017 semester a total of twenty four students had entered the ReDoc Program in majors offered by the PMD.	Intentional and personal recruitment efforts on the part of professors influences and encourages students who are potential candidates for PhD work.	Target potential students who show promise for doctoral studies.

Theological & Historical Studies Division

Unit Purpose Statement: The Theological and Historical Studies Division exists to equip leaders for the local church and its ministries to think, live, and serve in light of a Christian theological heritage.

Outcome 1: Increase T&H PhD student enrollment (Theology, Apologetics, and Church History)

Rationale:

Strategy 1: Create special opportunities for prospects to learn about T&H doctor programs – Enlistment will facilitate recruiting trips/events; Divisional recruiting events and opportunities for interaction with prospective students (brown-bag lunches, Q&A sessions on T&H related topics, and so forth)

Measure: Recruitment to Enrollment Data – We are looking for a correlation between those who attend recruiting events and subsequently enroll in our program. The division office will track data regarding prospects who attend a recruiting event who subsequently enroll in the PhD (T&H major).

Benchmark: Percentage of prospects who attend a recruiting event and subsequently enroll in our program – 10%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
0%	We need time to see how many of those who attended recent recruiting events will subsequently enroll. In the Spring 2017 semester, the division held a brown-bag lunch and invited current T&H MDiv and MA students in order to discuss our PhD program. 12 students attended, and several have shown strong interest in pursuing a T&H PhD major. We will continue to follow-up with all students who attended this recruiting event.	More data required to identify specific improvement.

Strategy 2: Work with ReDoc to maintain up-to-date records – Inquiries from prospects

Measure: Inquiry Data – We are looking for a correlation between those who inquire about our doctoral program and subsequently apply. The division office will work with ReDoc to track data regarding prospects who inquire about T&H major who subsequently apply.

Benchmark: Percentage of prospects who inquire about T&H majors who subsequently apply – 5%

Theological & Historical Studies Division

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
7.4%	In order to increase the number who apply we need to define a strategy for T&H faculty to regularly follow up with those who inquire about our majors.	We exceeded our benchmark by 2.4%.

Strategy 3: Increase the public face of the T&H Division and the appeal of T&H PhD majors – Broaden the public visibility of T&H faculty through media

Measure: High Quality Videos – Create High quality videos that can be embedded in various locations (blackboard, T&H related web pages, YouTube, and so forth). The T&H Division will track the percentage of T&H faculty with video presence.

Benchmark: Percentage of T&H faculty with high quality videos embedded in appropriate media locations – 30%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
54%	Blackboard videos were created for each unit (week) by course developers in order to increase the quality of internet courses and put a face to the course developer. Although the videos do not directly address the doctoral programs that T&H offers, we expect they will indirectly appeal to those who are interested in our doctoral programs. The following T&H faculty created videos: Riley, Putman, Harsh Butler, Brooks.	We exceeded our benchmark by 24%.

Strategy 4: Maximize T&H faculty involvement in recruiting events – Collaboration with enlistment on recruiting trips/events; Divisional recruiting events and opportunities for interaction with prospective students (brown-bag lunches, Q&A session on T&H related topics, and so forth)

Measure: Faculty Involvement in Recruiting – Number of faculty who take part in recruiting events. The division office will track faculty involvement in recruiting events.

Benchmark: Percentage of T&H faculty involved in ReDoc recruiting events – 50%

Theological & Historical Studies Division

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
64%	In the Spring 2017 semester, the division held a brown-bag lunch and invited current T&H MDiv and MA students in order to discuss our PhD program. 12 students attended, and several have shown strong interest in pursuing a T&H PhD major. We will continue to follow-up with all students who attended this recruiting event. The following T&H faculty attended this event: Putman, Stewart, Harwood, Harsch, Lemke, Butler, Edens. Broader scope recruiting events include: preview weekend and travel for enlistment.	We exceeded our benchmark by 14%.

Outcome 2: T&H student and faculty will be actively engaged with our disciplines in academic venues

Rationale:

Strategy: Submit papers to professional and public organizations – ETS, EPS, American Society of Church History, Baptist History & Heritage Society, national and state convention organizations Baptist universities, Student Theological Fellowship, Defend Conference, Journal for Baptist Theology & Ministry, and so forth.

Measure 1: Student Engagement – Actual and proposed publications and presentations--MA (Theology), MA (Apologetics), and PhD students. The division office and individual professors will track appropriate T&H student and faculty proposals, publications, and presentations in academic venues.

Benchmark: Percentage of MA (Apologetics), MA (Theology), and PhD students who submit proposals, publish, or present in academic venues (non-repeating count).
– 15%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
33%	We are pleased to see that our current students are responding to our encouragement to present their work in academic venues.	We exceeded our benchmark by 18%

Measure 2: Faculty Engagement – Actual and proposed publications and presentation. The division office and individual professors will track appropriate T&H faculty proposals, publications, and presentations in academic venues.

Theological & Historical Studies Division

Benchmark: Percentage of full-time and ministry-based T&H faculty that is engaged in multiple academic venues – 50% of full-time and ministry- based T&H faculty that is engaged in five or more academic venues

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
50% of full-time and ministry- based T&H faculty were engaged in five or more academic venues	All of our faculty were engaged in academic venues, though not to the same degree. This is not alarming, however, because it merely shows that our faculty have different strengths that may be displayed in the classroom, the academy, or church and denominational involvement.	Benchmark was met.

Outcome 3: T&H faculty will be actively engaged with our disciplines in church-related venues

Rationale:

Strategy: Engage church-related venues on issues in T&H disciplines – Churches, Baptist associations, state and national conventions, SBC, college ministries, and so forth.

Measure: Faculty Engagement – Topical sermons, lecture series in local churches or para-church organizations, and so forth. The division office, provost office, and individual professors will track appropriate T&H involvement in church-related venues.

Benchmark: Percentage of full-time and ministry-based T&H faculty that is engaged in multiple church-related venues – 50% of full-time and ministry- based T&H faculty engaged in five or more church- related venues

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
60% of full-time and ministry- based T&H faculty were engaged in five or more church-related venues	As with the academic involvement, some of our faculty are more engaged in church-related venues than in academic venues. This demonstrates that individual T&H faculty have different strengths but overall display balance in the division as a whole.	We exceeded our benchmark by 10%.

Academic Programs

Research Doctoral Program

Unit Purpose Statement: The purpose of the Office of Research Doctoral Programs is to give direction to the Doctor of Philosophy and Master of Theology degree programs to ensure quality programs that meet the needs and expectations of accrediting agencies, trustees, faculty, and students. These research programs support the mission of the institution by equipping graduates to be leaders in local church and denominational ministries and to train leaders through teaching in undergraduate and graduate institutions.

Outcome 1: Streamline the application process

Rationale: Streamline the application process so that it is student friendly and makes efficient use of staff resources. The ReDOC office asks each incoming PhD student to complete an Orientation Survey. The following questions relate to student satisfaction with the application and admissions process: 4. How would you rate your overall experience during the admissions process? (Excellent=4, Good=3, Fair=2, Poor=1) 5. In what ways could the admissions process be improved? Although the cumulative satisfaction rating as of F2016 (N = 32) for Q4 is 3.66, student responses to Q5 indicate a desire for an online process rather than paper form submission.

Strategy 1: Online application – Work with the Registrar's Office to implement an online application process for the PhD program in spring 2017 for fall 2017 application.

Measure 1: Implementation – The outcome will be achieved when applications can be submitted online.

Benchmark: Have an online application available by February 1, 2017 – An online application will streamline the process for our applicants and PhD office, especially in light of an increased number of applications.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The Registrar's Office has investigated software compatibility.	1. March 1-2, 2016, the PhD staff met with Registrar's Office personnel and Ellucian's Recruit software implementation strategist Beth Warrick to discuss items required for online application. 2. Personnel from the Registrar's Office, Dean of Students Office, and Office of Student Enlistment too distance training with Ellucian personnel on Recruit software. 3. Recruit was deployed for	The Associate Vice President of Information Technology has instituted a 2-year needs assessment to inform an upgrade from PowerCampus to a program

Research Doctoral Program

	<p>undergraduate and master's student applications on 10/1/16. 4. The PhD staff and Registrar's Office personnel developed a paper application form of items to be included in the online application. [These people] met on [this date] to address software compatibility. The institution uses PowerCampus for student records. The software package implemented by the Registrar's office for online applications is Recruit, which was implemented [date]. [Give status of Recruit] 5. Incompatibilities between the institution's PowerCampus program and Recruit were identified and accommodations made for the undergraduate and master's application process. We have also experienced changes in staff positions in both the Registrar's Office and the Information Technology Center that are critical to implementing an online application process for the PhD program.</p>	<p>compatible with Recruit software.</p>
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Benchmark: Satisfaction increase to 3.7 average; anecdotal comments regarding ease of online application. – Student Orientation Survey comments should reflect satisfaction with application process.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>None yet because strategy was not yet implemented</p>	<p>None yet because strategy was not yet implemented</p>	<p>Add Likert item on Orientation Survey regarding ease of online application process once it is deployed</p>

Measure 2: Intake – A higher percentage of inquirers applying, being accepted, and beginning the program is desired. The ReDOC office will calculate the percentage of inquirers who have begun the PhD program, note in Access reasons inquirers have not come, and determine what changes in process might raise the percentage of inquirers who enter. Reasons for inquirers not persisting through entrance will be added to quarterly inquiry reports to the Research Doctoral Oversight Committee.

Benchmark: 90% of applicants accepted will start the program. – Students who apply online beginning the program

Research Doctoral Program

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
90.3% of students accepted Fall 2012 through Spring 2017 began the program after submitting paper applications, but the online application has not been deployed.	None yet because online application has not been deployed.	Online application should maintain or exceed the current 90% entry rate.

Strategy 2: Preresidency stage – Establish a preresidency stage for students doing 1-2 semester of leveling toward PhD application

Measure 1: Approval of preresidency by the administration

Benchmark: Approval of preresidency leveling stage proposal

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The Administrative Council approved the proposal.	Approval of the proposal allowed posting of information to the website and forwarding information to inquirers.	Addition of PhD preresidency stage for levelers allows ReDOC office to advise students through leveling and full application to the PhD program and provides opportunity for preresidents to have a measure of status, qualify for scholarships, and apply for campus housing with fewer than 9 semester hours of course work.

Research Doctoral Program

Measure 2: Implementation of preresidency – Preresidency stage will be set up and communicated to inquirers.

Benchmark: Inquirers enrolled in preresidency stage

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Inquirers have been informed regarding process for September 1 application deadline.	Application data will be available after September 1, 2017.	Inquirers have expressed intent to apply for preresidency by the September 1 deadline.

Outcome 2: Improve retention-graduation

Rationale: Increase percentage of incoming students who graduate. The 2006-2016 graduation rate was 60.5%, so the outcome will be measured by annual graduation rate updates following each graduation and compared to the current rate.

Strategy: Withdrawal amelioration – Survey students who withdraw to determine reasons and keep administration apprised of ways the institution could help.

Measure 1: Withdrawal Survey – The ReDOC office will draft a short survey for students who withdraw before or after entering the PhD program.

Benchmark: Student withdrawal survey – Survey all students who withdrew during 2016-2017

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
No students withdrew, so the survey was not administered.	The only loss during the year was due to academic failure. Although admission requirements are stringent, weaker students may be given the opportunity to grow into PhD-level work. Some succeed but this one did not.	Perhaps measures we implemented in previous during application and orientation are contributing to PhD student persistence.

Benchmark: Survey 100% of the students who withdraw – We need to determine factors that contribute to students not completing the PhD program to improve graduation/retention.

Research Doctoral Program

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
No students withdrew in 2016-2017.	The only loss in 2016-2017 was an academic termination, so no students were surveyed.	

Measure 2: Retention-graduation rate – Persistence in the program through graduation is the desired outcome.

Benchmark: Persistence of students through the PhD program – 60.5% of the students would persist, based on the 2006-2016 calculation of retention- graduation

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The retention-graduation rate of students in the PhD program from Fall 2012 through Spring 2017 = 86.76%.	Persistence through the program increased over the past five years.	The ReDOC office encourages students to contact us with problems so that we can work toward solutions. In addition, more financial aid has become available for PhD students due to the addition of aid for master's students through the Caskey Center funds and due to scholarships initiated for PhD students.

Benchmark: Years to complete the PhD program – Students should complete the program by 200% of the estimated 5-year average, or 10 years

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The mean, median, and mode number of years of students completing the program between Fall 2012 and Spring 2017 equaled 5.5 years.	The 7-year maximum is adequate for most students.	Persistence exceeded benchmark.

Research Doctoral Program

Outcome 3: Increase enrollment

Rationale: Communication with inquirers who felt they could not relocate to enter a PhD program prompted consideration of a way to open the program to distance students, thus enabling NOBTS to reach a larger segment of the population.

Strategy: Make PhD seminars and colloquia available through synchronous interactive video – ATS approved NOBTS to enter a 3-year experiment to offer PhD seminars and colloquia through synchronous interactive video which would enable students unable to travel to campus to apply for the PhD program.

Measure: Make seminars and colloquia available through synchronous interactive video

Benchmark: SYNC enable PhD seminars and colloquia – Offer all PhD courses in the divisions of Theological & Historical Studies and Pastoral Ministries through SYNC.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In addition to seminars and colloquia in Theological & Historical Studies and Pastoral Ministries, the biblical interpretation seminar and colloquium in the Division of Biblical Studies and the Christian education seminars were available through SYNC. However, the students in one Christian education seminar and the evangelism	After hearing of favorable experiences and learning outcomes in the Fall 2016 Theological & Historical Studies courses, three other divisions decided to offer their PhD courses through SYNC. Although assessment of Spring 2017 course artifacts is scheduled for the end of September, anecdotal reports of student and faculty satisfaction with the spring SYNC-enabled courses prompted the Division of Biblical Studies to expand their use of SYNC by making their Spring 2018 Old and New Testament seminars and colloquia available through SYNC in addition to the biblical interpretation courses.	Four of the five graduate divisions of study that offer PhD courses are using SYNC. The fifth division, Church and Community Ministries, houses the counseling major and follows CACREP program standards.

Research Doctoral Program

<p>colloquium were all local and did not use SYNC that semester.</p>		
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Benchmark: Increase students entering the PhD program – 130 students

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The nonrepeating head count for the PhD program in 2015-2016 was 122. It rose to 131 for 2016-2017, which exceeded the previous record high of 129 in 2004-2005. Following Hurricane Katrina in August 2005, the nonrepeating headcount fell to 118 and then to 104 in 2006-2007. Fall 2017 enrollment is 136 based on July 2017 new student orientation.</p>	<p>The hurricane dispersed students to other institutions, and recovery has been slow. The upsurge in intake during 2016-2017 was influenced by opening the PhD opportunity to distance students.</p>	<p>The improvement was due to expansion of course delivery options.</p>

Professional Doctoral Program

Unit Purpose Statement: The Doctor of Ministry (DMin) and the Doctor of Educational Ministry (DEdMin) are professional degrees accredited by the Association of Theological Schools (ATS) and designed to provide qualified students the opportunity to achieve a high level of excellence in the practice of ministry. The degrees are built on respective prerequisite Master's degrees or equivalent theological preparation, high intellectual achievement and professional capability, and three years of substantial professional experience in ministry between the completion of a theological Master's degree program and application for the professional degree program.

Outcome 1: Increase Graduation Rate

Rationale: To improve the percentage of students who graduate within program timelines.

Strategy 1: Monitor student progress during the entire project phase. – The ProDoc Project Coordinator is employed to maintain regular contact with students. During the Project in Ministry Design Workshop (which is the final workshop all ProDoc students take at the beginning of their Project in Ministry phase of the program), the Project Coordinator monitors student progress during the entire Project in Ministry phase of the program.

Measure: Number of final project proposals submitted and completed.

Benchmark: Increase number of graduates by 100% from Fall 2016 (plan = 10 graduates) to Spring 2017 (plan = 20 graduates)

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>In December 2016, we had 15 graduates. In May 2017 we had 26 graduates.</p>	<p>We exceeded the number of graduates we expected to have each graduation.</p>	

Strategy 2: Audit student program progress. – Administrative Assistant for Program Coordination will track the progress of all students.

Measure 1: Number of students in workshops, seminars, professional development project in ministry, or program placeholders. – Maintaining tracking sheets for individual students and a program summary. A report of the number of students in each status of the program.

Professional Doctoral Program

Benchmark: Track 100% student program progress.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In Spring 2017, 340 registered for workshops, seminars, and other program placeholders. Cumulative Enrollment for 2016-2017 was 366. Ending result, 93% student tracking.	Program Coordinator continues to update tracking sheets for each Mid-Career Assessment workshop. Student involvement is currently being tracked by the ProDoc Coordinator and through a weekly enrollment report generated by the Registrar's office.	We recommended to the Professional Doctoral Oversight Committee requiring students to retake the Project in Ministry Workshop after one year with no approved project proposal. With approval, we would hope to improve the retention rate and student program progress.

Measure 2: Identify students that are at or close to timeline limits. – The Program Coordinator identifies students at or close to the timeline limit. The Associate Dean communicates with these students to assist them on how to move forward.

Benchmark: 70% of the students at or close to timeline limits respond and 50% move forward in the program.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
83% of the students at or close to the timeline limits responded and 16.67% of the students moved forward in the program.	Students responded and some withdrew due to not being able to finish within timeline limits. The student who continued in the program, the Program Coordinator was able to give the student a plan on how to finish within timeline limits.	Program Coordinator requested a report that shows who is close to the timeline limits in order to consistently follow up with them. DMin students have 5 years to complete the program, and DEdMin students have 6 years to complete the program. December 2016 graduation- DMin students graduated within 3.97 years and DEdMin students graduated within 4.3 years. May 2017

Professional Doctoral Program

		graduation- DMin students graduated 3.97 years and DEdMin students graduated within 3.58 years. Out of December 2016 and May 2017 graduation, 86.33% of graduates finished within the program time limits.
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Outcome 2: ProDoc will seek to increase the overall enrollment of the programs.

Rationale:

Strategy 1: Communicate with NOBTS alumni who have qualifying master's degrees. – Using a bi-annual email blast.

Measure: Number of emails sent and number of responses received

Benchmark: 40% email response through the bi-annual email blast.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In communication with the Alumni Office to obtain a list of New Orleans Baptist Theological Seminary's alumni with qualifying degrees from 1990 to present.	We have not met this goal.	We will work toward our goal to recruit our alumni.

Strategy 2: Enlistment efforts at state conventions, evangelism conferences, and denominational meetings. – ProDoc administrators and designated representatives in partnership with Student Enlistment will attend state conventions, evangelism conferences, and denominational meetings to initiate conversations with prospective students.

Measure: Recording Enlistment efforts. – Maintain a record of events attended.

Benchmark: Attend 17 events for recruitment.

Professional Doctoral Program

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
ProDoc administrators attended 10 events, and Enlistment recruiters representing ProDoc attended the other 7 events.	Manned booths at events to recruit potential DMin and DEdMin students.	Will continue to attend recruiting events, and in the future will track the number of potential students who apply for the ProDoc programs.

Extension Center System

Unit Purpose Statement: The purpose of the Extension Center System is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries by providing quality theological education in their local setting.

Outcome 1: Increase extension center enrollment

Rationale: The extension center enrollment includes certificates, undergraduate, and graduate enrollment not including the prisons. In 2016, the enrollment in LA/MS was 407. The enrollment in AL/GA was 715, and the enrollment in FL was 366. These numbers are based on the cumulative enrollment report published by the registrar's office (7.29.2016). Since enrollment at extensions has been declining, the goal is to increase enrollment by at least five percent.

Strategy 1: Follow up with students for retention – Enhance student retention by tracking student enrollment at each center and coordinate a response by directors to each student who did not return from the previous semester.

Measure: Percentage of non-returning students contacted – Make contact with 80% of the students who were enrolled in the spring 2016 semester but not the fall 2017 semester. Regional Deans and coordinators will create a list of students who were enrolled in the spring 2016 semester but did not return for the fall 2016-17 semester. This list will be given to the local directors with instructions to contact the students and find out why they did not remain enrolled in the current semester. The directors will report to the regional deans and directors who will share the collated information with each other to evaluate possible factors on retention of students.

Benchmark: Contact 80% of the extension center students who were enrolled in the spring 2016 semester, but not the fall 2017 semester. – The percentage was set as an initial pilot program to make personal contact with students that did not re-enroll consecutive semesters.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of students were contacted	In the fall 2016-17 academic semester, the four regional deans/directors compiled lists of students who were at NOBTS in the spring 2015-16 but not for the fall semester. These reports are attached to this QIR. The extension center directors were encouraged to email each student and report back to the regional dean/director so we could follow up.	We will continue to contact every student, but a new strategy will be developed to impact student enrollment.

Extension Center System

	<p>While not every student responded, 100% of the students were contacted. We verified that the majority of students stopped for financial reasons or because of major lifestyle situations such as a new child or moving churches.</p>	
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Strategy 2: Increase conferencing to aid in recruiting – Enhance recruiting by sponsoring conferences at the extension centers in at least two of the southeastern states.

Measure: Attendance at conferences – We will track attendance for the conferences being hosted at the extensions. The goal is for at least 130 attendees in North GA for the preaching conference and at least 50 at the other conference in Alabama. The regional dean for the state where the conference is held will collect information about attendees. Attendance includes current students, prospective students, and church leaders who may one day direct students to NOBTS. The goal for the conference in North GA is 130. The goal for the conference in Birmingham is to have at least 50 in attendance.

Benchmark: The goal is for at least 130 attendees in North GA for the preaching conference. Since this is the first conference of this type at North GA, we thought having over 100 attendees would be good. North GA was able to have preview weekend and special event meetings which had attendance over 50, so that helped us set a goal as well. We aimed a little higher than that in hopes of stretching ourselves.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>160 registered for the conference and 130 attended.</p>	<p>The participation of Dr. Kelley, Dr. Robert Smith and other well-known speakers helped this first conference get off to a great start. We were happy with the number who attended and there seemed to be an interest for this type of conference in the future. We were excited about the number of attendees.</p>	<p>In the coming year, we will continue a focus on special events at the extensions. With the celebration of the centennial, we hope to utilize some of these major events to help recruit for the extension centers.</p>

Benchmark: The goal is for at least 50 attendees in Birmingham for the conference. Since this is the first conference of this type at Birmingham and since that's a center much smaller than North GA, we thought having 50 attendees would be good. Birmingham had special events in the past and had around 50 in attendance.

Extension Center System

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
97 attended	We were very excited to have so many attend. Some were prospective students, some were current students, and some were from the community. Even so, we thought it was a very positive day for the seminary in Birmingham.	In the coming year, we will continue a focus on special events at the extensions. With the celebration of the centennial, we hope to utilize some of these major events to help recruit for the extension centers.

Outcome 2: Increase extension center student participation in the mentoring programs of the seminary

Rationale: One of the goals of NOBTS has been to implement mentoring education throughout our system. The number of graduate extension center students taking at least one mentoring course in 2015-16 was 28 out of a total of 63 mentoring students. The number of undergraduate extension center students taking at least one mentoring course in 2015-16 was 18 out of a total of 50%.

Strategy 1: Promote mentoring at selected extension centers – NOBTS will send people from the New Orleans campus to at least five extension centers in order to promote mentoring as a means of course delivery for extension center students.

Measure 1: Track the number of extension centers visited for the purpose of promoting mentoring – The Associate Provost will keep a list of all the extension centers visited in an effort to promote mentoring in the 2016-17 academic year. The Associate Provost will keep a list of all the extension centers visited in an effort to promote mentoring in the 2016-17 academic year. The visits to extensions will be discussed in the monthly meeting of the regional deans.

Benchmark: At least 5 extension centers will be visited by NOBTS graduate faculty to promote mentoring as a means of course delivery for extension center students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
8 of the extension centers were visited to promote	The Associate Dean of Supervised Ministry and Mentoring Programs and the Director for Christian Education Mentoring visited eight of our extension centers to promote mentoring as a means of course delivery for the extension	These meetings were useful. We plan on attending some additional centers in the coming year to

Extension Center System

mentoring during the 2016-2017 academic year	center students. FLORIDA: Pensacola MISSISSIPPI Blue Mountain Clinton: September 12, 2016 Olive Branch: April 3, 2017	continue the emphasis.
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Measure 2: Percentage of extension center students in mentoring – The Associate Dean of Mentoring and Dean of Leavell College will keep track of the number of students taking mentoring courses, and the Associate Provost Office will determine in the fall 2017-18 semester whether or not a 20% increase in extension center student participation was achieved.

Benchmark: 20% increase in extension center student participation in mentoring program – Mentoring is continuing to grow. A 20% growth would be a significant increase, but this is doable with the strategy outlined.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The number of graduate students taking mentoring courses in 2015-16 was 28 out of 63. In 2016-17 44 out of 120 students took mentoring courses, an increase of 16 or 57%. In 2015-16 the undergraduate mentoring courses had 18 extension center students out of 50 total students. In 2016-17, these numbers increased to 24 out of 58 or a 33% increase.	We had an increase of 16 graduate extension center students from the previous year taking mentoring courses. The increase, however, did not keep up with the total increase of students taking mentoring courses, so there is continued room for growth in extension center students taking mentoring courses. The undergraduate program saw similar growth but at a slower pace.	

Extension Center System

Strategy 2: Enlist mentoring sites near existing extension centers – The regional deans will work with area churches to enlist at least 3 new mentoring sites where students can take advantage of the mentoring offering. Key targets include certificate sites, parachurch organizations, and larger churches with programs already in place that might fit the mentoring curriculum.

Measure: Number of new mentoring sites near extensions begun – We will measure the number of new sites begun as part of this initiative. The Associate Provost will keep track of the number of new centers begun, and the regional deans will discuss this information in the monthly regional deans meeting. By the end of the calendar year (2017), we should have at least 3 new sites fitting the criteria above.

Benchmark: 3 new mentoring sites – In discussion among the regional deans, we talked about several possibilities for churches willing to become mentoring sites. We thought we could get at least three of these.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
We were able to start one new mentoring site at Calvary Baptist Church, Clearwater, FL.	While churches are interested in mentoring, often students can do this without any official agreement on the church's part. We did have several discussions with potential partners, but these didn't result in new sites in the time allotted for various reasons.	We will continue to keep this on the radar, but it might be that we need a more reasonable target or a new approach to recruit sites.

Supervised Ministry & Mentoring

Unit Purpose Statement: The Office of Supervised Ministry and Mentoring Programs exists to equip mentors and students to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Outcome 1: To develop a Mentoring Community at NOBTS

Rationale:

Strategy: To offer more training opportunities to approved Mentors – We will utilize videos that are being developed by the Associate Dean of Mentoring and other faculty who teach in the Mentoring format. Training will be done at the beginning of each semester.

Measure: Number of Training Sessions – We will track the number of people who view the training. We will develop a Google Form to survey the trainees for feedback. We are developing a new Google Form that will allow us to see in real-time when Mentors view the training videos. Currently, we have Mentors sign a document stating they have viewed all training materials. Receiving this data will help us determine the extent of each Mentor's training level.

Benchmark: All mentors to watch video training for each new semester course – Mentors need to understand what is expected of them for each course. Therefore, when they mentor a new course new training is needed.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
All mentors watched the appropriate video training	Feedback from Mentors on individual course training was positive.	Further implementation of signed documents verifying training is necessary. However, the Google Form will give us a much more up- to-date picture of Mentor training.

Outcome 2: To develop a passion for evangelism in Supervised Ministry 1 students

Rationale: All MDiv students are required to take Supervised Ministry 1 where they learn and practice a method of evangelism. The course utilizes the One on One evangelism strategy that was developed by the Louisiana Baptist State Convention. We are in the process of creating our own strategy.

Supervised Ministry & Mentoring

Strategy: To develop a strategy of evangelism unique to the seminary – We will develop a strategy of evangelism to be utilized by all Supervised Ministry 1 students. The Associate Dean will work with the Evangelism faculty to develop and implement this strategy.

Measure: To plan among Evangelism faculty

Benchmark: To plan a strategy that is unique to NOBTS students

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Initial conversations among Evangelism Faculty have been positive. Development of a unique strategy will be a priority over the current Fall 2018 semester.	In progress.	In progress.

Online Learning Center

Unit Purpose Statement: The purpose of the Online Learning Center (OLC) is to oversee the online delivery system in order to maintain high quality courses for the benefit of all online students of NOBTS.

Outcome 1: Quality Enhancement of Online Courses on the Course Schedule for this academic year

Rationale: A significant mission of the OLC is to ensure quality enhancement of our online courses being taught this year.

Strategy 1: Guide faculty to record Unit Videos for each online course – Document the completion of unit videos for undergraduate and graduate online courses being taught this year. Review status during the Internet Review Committee meetings, which are held twice a semester.

Measure: Number of Unit Videos Completed – Report on the number of unit videos completed for undergraduate and graduate courses delivered in the online format the Internet Review Committee (IRC). Log reports are attached to show the number of videos by groups within the institutional online program for all graduate, undergraduate, women's ministry and including the Spanish and Korean online courses. An online database is maintained that identifies those online courses containing online unit videos for all NOBTS online courses. The number of Unit videos will be tallied, recorded, and reported at each Internet Review Committee meeting. The information will then be disseminated to the committee members to take back to their respective faculty for monitoring purposes.

Benchmark: 50% of online courses (composite of undergraduate and graduate) will contain unit videos by the end of this academic year. – Recognizing this is a new institutional initiative along with the number of online undergraduate and graduate courses, 50% is a sufficient measure of achievement.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
REPORTING PERIOD 8/1/16 - 7/31/17 was 50.6%	A tally was performed for all internet courses that have Unit Videos during the previous academic year. The results for the start of the academic year are tabulated. The total percentage of all online course Unit Videos for undergraduate, graduate, and women's ministry (including Spanish and Korean courses) began at 31% completion. By 7-31-17, the total number of online courses containing Intro Videos was 50.6%. Our goal	We moved from a non- professional video production of videos to a professional level of video production. We are continuing to move gradually to changing our understanding of

Online Learning Center

	was exceeded by .6% prior to fall 2017 semester.	student engagement in an online course.
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Strategy 2: Review all new and revised online courses for adherence to best practices – Every new and revised undergraduate and graduate online course will be reviewed for adherence to industry best practices for quality online courses. Best practice categories and specific areas are listed on the Form D Blackboard Likert Score Sheet and followed by the Internet Review Committee to determine compliance of each internet course for NOBTS. The IRC meets twice a semester: once in the first month of the term and again before the semester ends. The committee does not meet over the summer terms because faculty are not present.

Measure: Blackboard Likert Score – Each new or revised online course will be evaluated using the Likert scoring on Form D. Adherence to the Likert Score Card categories will ensure that best practices are being followed for quality online courses.

Benchmark: Course developer compliance to Form D Likert – The Benchmark is 100% compliance with the categories on the Form D Likert Score Card.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
All courses complied with the Benchmark for the Form D Likert Score Cards. No course was approved unless the developer met every quality item on Form D.	After the IRC meets, they determine if a course meets all the categories in the Form D Likert Score Card. All courses are sent back to the Developer or Reviser for changes to be made for compliance to the Form D categories. Every course must reach 100% compliance before final approval is made by the committee.	

Benchmark: Implementation for Form D Blackboard management system for quality online courses – All online courses will adhere to the Blackboard Likert Form D

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
This benchmark was met for a 100% compliance result.	Due to the nature of the Likert Score Card, no course is approved until the course adheres to all sections on Form D.	Adhering to the Form D Likert categories, a high level of quality is ensured on the online courses.

Online Learning Center

Outcome 2: Improve online faculty Interaction with students

Rationale: Vital to a quality online learning environment is the ongoing effective Interaction by online faculty with the students.

Strategy: Run Performance Dashboard Scan at periodic intervals – Every three weeks, the OLC runs Performance Dashboard scans to determine how frequently faculty enter the Blackboard course to interact with students. This report includes the content areas of the course where faculty entered and how long they spent in these areas of the course each week. If the scan indicates that a faculty member has not attended class, a full administrative report is then run and sent to the respective undergraduate or graduate dean for inspection and possible corrective action. In addition to these scans, two routine, full administrative reports are run just before mid-term exams and final exams. The OLC is checking for overall faculty interaction plus entries into the student Grade Book. This measure was enacted in response student evaluations indicating some faculty were not grading assignments on a timely basis.

Measure: Blackboard Performance Dashboard scans and full administrative reports detailing faculty interaction with students – Performance Dashboard scans will be run and employed to detect potential problems where faculty are not entering the classes to interact with students. Where scans detect problems, full administrative reports will be run for detailed information. The number of faculty who fall below established standards will be recorded and evaluated. The number of Performance Dashboard scans indicating faculty interaction that falls below set institutional standards will be noted. These reports will be sent to the appropriate graduate or undergraduate Deans. The Deans will interview the faculty members to determine which reports may be false positives. The verified report of faculty interaction that falls below established standards will be recorded.

Benchmark: The benchmark that 90% of faculty will interact with their online students at least twice weekly. – This new initiative was begun as an accountability check that faculty are engaging with students in the online delivery system.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The results of the Performance Dashboard scans indicated that 6% of online faculty did not meet the weekly requirement. For these courses, Administrative Reports were then run and given to the appropriate	Reflecting on these results, the scanning process was effective in two ways: 1) encouraging online faculty to stay engaged with students because their performance was being monitored. 2) Faculty who were negligent in their interaction were brought into compliance after discussion with the Dean regarding their performance issues.	The Performance Dashboard scans will continue to be employed because new instructors are being added to the faculty each semester. The scans help insure accountability and faculty improvement throughout the year.

Online Learning Center

<p>Dean. Follow up reports indicated that less than .3% of instructors were not engaging their students on a regular basis. Improvement was noted through the year on the basis of these scans. The actual number was 99% effective interaction by online faculty in the summer term. Thus, our goals was exceeded.</p>		
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Innovative Learning

Unit Purpose Statement: To provide opportunities for the faculty and doctoral students of NOBTS to develop and enhance skills in teaching in higher education.

Outcome 1: Increase Participation in the 21st Century Certificate by offering the courses to NOBTS PhD Students

Rationale: Recognizing the significance of training PhD students in adult pedagogy, the Innovative Learning team desires to expand the target audience of the faculty development offerings to PhD students. Specifically, the Innovative Learning team will focus on including PhD students in the offering of the courses for our "Teaching in the 21st Century" certificate.

Strategy: Communicate the Faculty Development Opportunities to the ReDoc Office – Communicate the faculty development opportunities to the ReDoc office for distribution to the PhD students. Communication is key to participation.

Measure: Communication – An e-mail will serve as communication to the ReDoc Office of faculty development opportunities.

Benchmark: 100% of the course offerings will be communicated to the ReDoc office – Communication is key to participation. Ample time is to be given so the ReDoc office can communicate these faculty development opportunities to our PhD students

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of the course offerings during the 2016-2017 academic year were communicated to the PhD office.	E-mail was a desirable way to contact the ReDoc office of these offerings.	In addition to the communication, the ReDoc office and the faculty of NOBTS were provided with a schedule of faculty development for the Fall 2016 and Spring 2017 terms. Also, the ReDoc office and the faculty were reminded of these offerings as they approached. Finally, announcement of the course schedule was posted on the Innovative Learning Blackboard.

Innovative Learning

Outcome 2: Make Faculty Development Sessions available via the Innovative Learning Blackboard

Rationale: Not all faculty, adjuncts, and PhD students can attend the training (i.e., faculty development) when offered. The training session will be offered to the students in a recorded fashion via the Innovative Learning Blackboard.

Strategy: Record Faculty Development Session(s) – Record the development session and make available to the Innovative Learning Blackboard for use by those faculty, adjuncts, and PhD students who were not able to attend the live session. This does not include the Basic and Advanced Blackboard training as these sessions are to be attended in person.

Measure: Recording of Session – The institution's CIV coordinator will make arrangements for the faculty development session(s) to be recorded for upload to the Innovative Learning Blackboard.

Benchmark: At least 90% of the faculty development sessions will be uploaded to the Innovative Learning Blackboard – Not all faculty, adjuncts, and PhD students can attend the live sessions.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of the faculty development sessions were uploaded to the Innovative Learning Blackboard.	The turnaround time between the live session, receipt of the recording, and posting of the recording to the Innovative Learning Blackboard is time-consuming. The Associate Director of Innovative Learning views the recording before uploading. While this is good practice, this step does increase the time it takes to post the video. Those users enrolled in the Innovative Learning Blackboard are advised when a new recording is posted.	Offering the recording at a later time has the potential of resulting in increased participation.

Baptist College Partnership Program

Unit Purpose Statement: The Baptist College Partnership program is designed to facilitate the transition of students holding undergraduate degrees, who have studied compatible religion-related curriculum, to graduate programs at NOBTS.

Outcome 1: Recruiting Trips

Rationale: The BCPP will make routine contact with professors and students from Baptist, and similar, undergraduate institutions to recruit students to the graduate programs at NOBTS.

Strategy 1: Plan at least 2 recruiting trips per academic year – The BCPP office will plan at least two recruiting trips per academic year. Fall trips are located in closest-area institutions; spring trips are located at those institutions furthest from NOBTS.

Measure 1: Track the number of contacts made to inquire about planning recruiting trips – A log will be maintained to track the number of contacts made to inquire about planning recruiting trips. This log will include e-mails, phone calls, and face-to-face contacts.

Benchmark: Schedule at least two recruiting trips for the academic year at Baptist colleges – Scheduling a trip once a semester guarantees engagement with prospective students at various undergraduate institutions.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>Recruited at three Baptist colleges during the 2016-17 academic year: Baptist College of Florida (fall 2016) as well as recruit on the campuses of North Greenville University and Shorter University (spring 2017).</p>	<p>The BCPP scheduled recruiting trips to the campuses of Baptist College of Florida, North Greenville University, and Shorter University.</p>	<p>The BCPP improved its presence on Baptist college campuses over the previous year when only one recruiting trip was planned and executed.</p>

Baptist College Partnership Program

Measure 2: Track cooperative efforts between BCPP and Student Enlistment – Since much of BCPP recruiting is funded by Student Enlistment, it is necessary to work with Student Enlistment in the planning of these recruiting trips. This measure will help the BCPP ascertain the level of cooperation between BCPP and Student Enlistment. Although the BCPP and Student Enlistment did not schedule meetings for the express purpose of planning recruiting trips, these two offices combine to host a number of other opportunities for current Leavell College students as well as visiting prospective students. As such, the BCPP and Student Enlistment meet regularly to discuss upcoming events and within the course of those meetings potential BCPP recruiting trips are also discussed. Discussions are held throughout the academic year with Student Enlistment regarding potential and ongoing BCPP recruiting trips. For trips that occur, BCPP receives disbursement requests for funds from Student Enlistment.

Benchmark: 3 Focused Discussion a Semester with Student Enlistment – Reflects the minimum number of discussions needed to plan, execute and follow-up on the work to be accomplished each semester.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
___ focused discussions held with Student Enlistment	3 to 5 discussions reflect an adequate cooperation process for recruiting between the BCPP and Student Enlistment.	

Strategy 2: Engage in meaningful recruiting with students and faculty at schools visited

Outcome 2: Special On-Campus Events

Rationale: Three special on-campus events are held at NOBTS during the academic year: Defend the Faith, Greer Heard, and Leavell College Luncheon.

Strategy: Increase venues in order to make students more aware of BCPP – Create a greater awareness of the BCPP to all undergraduate students (both Leavell College and other undergraduate institutions) through an increased number of venues.

Measure: Identify adaptations and innovations of increasing student awareness of BCPP – Identify the adaptations or innovations of the BCPP to create greater awareness of the program to undergraduate students.

Benchmark: At least one adaptation or innovation in the academic year – To enhance recruiting opportunities for the BCPP.

Baptist College Partnership Program

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
One on-campus breakout session was added during student orientation to ensure all Leavell College students are aware of the BCPP.	On-campus breakout session is instrumental in ensuring students are aware of the opportunities through BCPP.	

Research Centers and Institutes

Baptist Center for Theology & Ministry

Unit Purpose Statement: The purpose of the Baptist Center for Theology and Ministry (BCTM) is to develop, preserve, and communicate the distinctive theological identity of Baptists by providing theological and ministerial resources that enrich and energize ministry in Baptist churches.

Outcome 1: Provide Resources

Rationale: The BCTM develops and preserves resources that communicate the distinctive theological identity of Baptists.

Strategy 1: Publish the journal – The BCTM publishes the *Journal for Baptist Theology and Ministry* (JBTM) semiannually. This online journal contains articles and book reviews in the field of theology and ministry, and the periodical is indexed in the ATLA Religion Database.

Measure: Publication of the journal – During the Fall and Spring semesters of the 2016-2017 academic year, the BCTM published volumes 13.2 and 14.1 of JBTM. The issues contained articles and sample sermons from nine pastor-scholars from various evangelical institutions on preaching from various biblical genre. The issues also included 72 book reviews contributed by a variety of reviewers who hold a PhD (or a PhD student) in a relevant field. The issues can be viewed here (http://baptistcenter.net/journals/JBTM_13-2_Fall_2016.pdf) and here (http://baptistcenter.net/journals/JBTM_14-1_Spring_2017.pdf).

Benchmark: Publishing one issue of the journal each semester follows the history of the Baptist Center and the academic cycle.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Published	The articles for the Fall 2016 and Spring 2017 issues focused on the theme, "Preaching the Bible." The articles were grouped in a coherent manner because the Fall issue focused on Old Testament genre and the Spring issue focused on New Testament genre. If contributors grant permission and I am able to secure the interest of a publisher, then I might pursue publishing the collection as an edited book.	Fall of 2016: Purchased and began using an editing software called Grammarly in order to strengthen my editorial work with JBTM.

Baptist Center for Theology & Ministry

Strategy 2: Develop printed resources periodically – The editor of BCTM will develop printed resources periodically.

Measure: Development of a Printed Resource – The editor of BCTM secured a contract with Wipf & Stock to print an edited book comprised of two previous issues of JBTM under the titled *Anyone Can Be Saved*. The book was published in September 2016; information is available at <https://goo.gl/MNWmz9>.

Benchmark: Developing printed resources will benefit church leaders. Resources would not be developed annually, but work could continually be invested in the publication of resources.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Published <i>Anyone Can Be Saved</i> , Wipf & Stock	Gathering and editing the articles for publication in the journal then revising them for publication in the book occurred over three years. The book will be a resource for Southern Baptists desiring to study the doctrine of salvation.	In the Fall of 2016, purchased and began using an editing software called Grammarly in order to strengthen my editorial work with JBTM.

Caskey Center for Church Excellence

Unit Purpose Statement:

Outcome 1: Provide Encouragement and Support for ministers serving in smaller membership churches

Rationale:

Strategy: Serve as a Major Sponsor for SBC Pastor’s Conference in Dallas

Measure 1: Provide approved funds as major partner

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Measure 2: Administer scholarships for first-time attenders to PC

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Measure 3: Facilitate booth presence for Caskey Center at PC

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Outcome 2: Advance NOBTS Centennial Celebration Goal for Evangelism

Rationale:

Strategy: Promote 100,000 Gospel-Conversations Measures

Measure 1: Promote “Gospel Conversations” App

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Caskey Center for Church Excellence

Measure 2: Promote “Monday Morning Prayer”

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Measure 3: Lead by example in 100,000 Gospel Conversations Goal

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Outcome 3: Expand opportunities to provide scholarships and support for additional states

Rationale:

Strategy: Explore Caskey Expansion Opportunities in Montana, Florida and Georgia

Measure 1: Participate in State Convention meetings and church services in Montana

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Measure 2: Schedule and lead meetings in Florida and Georgia (with donor authorization)

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Measure 3: Recruit and train new state directors

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Center for Archaeological Research

Unit Purpose Statement: The Michael and Sara Moskau Institute of Archaeology and the Center for Archaeological Research serve to encourage the scholarly development and research of the seminary faculty and students, seeking to train and inspire a new generation of biblical scholars to engage in current research in the disciplines of biblical archaeology and biblical studies. The Center for Archaeological Research was established as a Southern Baptist effort to provide a presence in the field and impact the discipline of biblical archaeology.

Outcome 1: Tel Gezer Educational Programs

Rationale: Tel Gezer Educational Programs serve to train and inspire a new generation of biblical scholars to engage in current research in the disciplines of biblical archaeology and biblical studies.

Strategy: Recruitment of Biblical Archaeology Students – The Center for Archaeological Research

Measure: Staff, Faculty, Students, and Volunteers – List of staff & volunteers: faculty, staff, students, and laypersons

Benchmark: 37 staff and volunteers

Note: 2015 staff & volunteer numbers = 34 and 2014 = 33.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
39 staff and volunteers	The numbers of staff and volunteers exceeded the goals that were based upon previous years of the Tel Gezer Excavation project, but more of the volunteers were active for only 1 or 2 weeks, resulting in less total worker-days than in 2016. Volunteers will be urged to stay for 2-3 weeks in 2018.	New Benchmark of 40 volunteers and staff for Tel Gezer Excavation of 2018

Outcome 2: Gezer Financials

Rationale: Manage Excavation Budget and Raise Endowment Funds for the CAR

Strategy: Fund Raising – Work toward raising funds to endow the Center for Archaeological Research.

Center for Archaeological Research

Measure 1: CAR / Gezer Account Balance – Business Office Accounts - Endowment and Expense Accounts

Benchmark: \$100,000.00

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In 2016-17, Dr. Jim Parker has developed relationships with several potential donors.	Need to continue pursuit of funds	Dr. Jim Parker will be meeting with the potential donors in 2017-18. Several will be hosted on Israel travel programs.

Measure 2: Gezer Volunteer Fund Raising Campaign – Development Campaign in conjunction with NOBTS Development Office to reach out to all previous volunteers and students to contribute to the Tel Gezer Water System Excavation Project.

Benchmark: \$5000.00 raised

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Not reported this period		

Outcome 3: MA Biblical Archaeology Students

Rationale: A viable MA Biblical Archaeology must have a cadre of students.

Strategy: Recruit additional MA Biblical Archaeology Students – Develop an additional campaign to recruit archaeology students

Measure: Enrollment figures

Benchmark: \$5000.00 raised

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Center for New Testament Textual Studies

Unit Purpose Statement: The purpose of the H. Milton Haggard Center for New Testament Textual Studies (HCNTTS) is to provide training a research experience to NOBTS students, alumni, and other scholars at an internationally recognized research center devoted to the stud of the New Testament text in the Greek manuscripts. The Center houses a substantial collection of New Testament manuscripts in various formats including digital images, facsimiles, printed editions, and microfilms. Research focuses on a variety of topics related to the New Testament Greek manuscripts, collaboration with projects on an international level, work with the National Museum of the Bible's Scholar Initiative (part of the International Greek New Testament Project's work), and the training of students in the field. The Center has release the world's first searchable electronic database that is substantially comprehensive on the readings in the Greek New Testament manuscripts, with that module currently available in Accordance, BibleWorks, and Logos software programs. Also, the iPhone and iPad app "New Testament Greek Manuscripts" produced by the Center is available. Other research projects are underway as well as worldwide collaborative projects in which the Center participates. The H. Milton Haggard Center for New Testament Textual Studies has grown to become one of the largest research settings in North America for the study of the text of the New Testament in the Greek manuscripts.

Outcome 1: Academic Research and Projects

Rationale: NOBTS students, alumni, and visiting scholars working will actively participate in Academic Research and Projects being coordinated and realized at the CNTTS.

Strategy: Greek Paul Project Participation – For the 2016-17 academic year, the CNTTS hopes to enroll at least 20 NOBTS students in the Greek Paul Project (GPP) that t International Greek New Testament Project (IGNTP) is undertaking with funding from the National Museum of the Bible. These students will be trained in how to read and transcribe Greek manuscripts using the online transcription editor designed for this project and will then be enrolled in the project with the goal of transcribing at least 8 manuscripts during the academic year for this project.

Measure: Project Evaluation – Enrollment of students in the GPP and the realization of the transcriptions of manuscripts by the student. The assessment will be based on the number of students enrolled in the project who also transcribe at least 8 NT manuscripts for the Pauline Epistles as assigned to them by the project leaders.

Center for New Testament Textual Studies

A1: Currently we have 5 students enrolled in this project. B1: Enrollment in the project is monitored by the CNTTS staff, with two researchers being regional coordinators for the program and Dr. Warren being a national mentor for the program as well as a member of the Steering Committee for the IGNTP. B2: Manuscripts are assigned to students and their progress in transcribing the monitored by the regional coordinators and Dr. Warren. The quality of the transcriptions is evaluated by the same people namely the regional coordinators and Dr. Warren. B3: The total number of completed transcriptions is noted by the regional coordinators and Dr. Warren, with each new manuscript only being assigned when the prior manuscript transcription is completed. B4: The completed and checked transcripts are then reconciled with another transcription of the same manuscript and the reconciled results are added to the Greek Paul Project database.

Benchmark: The benchmark on this was for 20 students to be involved in the project.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
We had 22 students involved in the project, although not all finished the desired number of transcriptions.	A lower number of students would be better with more of them completing the desired number of transcriptions (8 per student).	We will aim for about 10 students with a full rate of completion of the desired number of transcriptions.

Outcome 2: Funds for Student Fellowships

Rationale: The director and others will seek to raise at least \$25,000 in funds for student fellowships and research by way of grants and donations.

Strategy: Grants – The director and others will seek to raise at least \$25,000 in funds for student fellowships and research by way of grants.

Measure: Grant Applications – The director (with the help of others as pertinent and needed) will apply for grants for funding the work of the CNTTS, with the aim especially of funding student fellowships and research.

A1: The CNTTS does not have any current grants open at this time, so any grants will be new ones. B1: The grant applications will serve to show how many grants were sought with submission of the completed grant applications. B2: The approved grant applications and the receipt of the related funding will be the measurement of how much funding has been acquired for this outcome. B3: The funds will be deposited into the CNTTS line account at NOBTS for funding student fellowships and research, with accountability to the Business office on the disbursement and use of the funds.

Center for New Testament Textual Studies

Benchmark: The benchmark goal is to have at least \$25,000 in successful grants.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
With 2 successful grants, a total of \$166,500 was realized in grants.	This was a tremendously successful year on grants. Hopes are to build on this success.	This will be hard for improvement. The real goal now is to continue to get grants on an ongoing basis.

Dean of Chapel

Unit Purpose Statement: To equip leaders to fulfill the Great Commission and the Great Commandments by providing various opportunities for spiritual and intellectual growth and by modeling effective worship for the local church.

Outcome 1: Provide opportunities for spiritual growth through participation in the chapel ministry.

Rationale: Currently, we have Tuesday and Thursday chapel services and Tuesday morning "Dead Preachers' Society" as the only regular and on-going opportunities for participation in the chapel ministry. We have several yearly endowed lecture series, but we are currently not scheduling these on a regular basis.

Strategy 1: Utilize existing components of chapel ministry (Dead Preachers Society, Campus Revival, etc.). – Currently, the Chapel Ministry offers various opportunities for students to take part in, besides the traditional Tuesday and Thursday chapel service. To name a couple: Dead Preachers Society meets at 6:30 AM every Tuesday throughout the semester and Campus Revival occurs every spring semester. These existing components provide opportunities for spiritual growth.

Measure: Count Attendance – We are planning to continue counting our Tuesday and Thursday chapel services and to begin counting attendance at Tuesday morning "Dead Preachers' Society" as well as attendance at any other chapel related event. The Dean of Chapel's Office will keep track of the average attendance in Chapel on Tuesdays and Thursdays during the academic year.

Benchmark: Meet or exceed an average attendance in Chapel on Tuesdays and Thursdays for the academic year – Reach an average attendance in chapel on Tuesdays and Thursdays of 85 attendees for the academic year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The average chapel attendance for the 2016-2017 academic year was 90 attendees.	The average attendance exceeded our benchmark.	Increase the average chapel attendance on Tuesday and Thursdays by 20% in the 2017-2018 academic year.

Strategy 2: Offer various Chapel Ministry opportunities – The Dean of Chapel's Office will ensure that a variety of Chapel Ministry Opportunities are offered throughout the academic year.

Dean of Chapel

Measure: Various opportunities – The Dean of Chapel's Office will keep track of the various Chapel Ministry Opportunities offered throughout the year on the Academic Calendar. The Dean of Chapel's Office will check the Academic Calendar when scheduling Chapel Ministry Opportunities to ensure variety.

Benchmark: Offer different Chapel Ministry opportunities – Offer at least 3 different Chapel Ministry opportunities (Dead Preacher's Society, Campus Revival, etc.).

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Offered 3 different types of Chapel Ministry opportunities.	The Chapel Ministry successfully met the set benchmark for the 2016-2017 academic year.	Maintain or increase the different Chapel Ministry Opportunities for the 2017- 2018 academic year.

Outcome 2: Provide opportunities for intellectual growth in expository preaching through participation in the Adrian Rogers Center for Expository Preaching (ARCEP)

Rationale: The ARCEP is in a "soft-launch" phase. ARCEP will provide resources to help develop individual's skill in preparing and delivering expository preaching.

Strategy 1: Provide various types of resources regarding skill development in expository preaching. – We want to hire and utilize a student who will be in charge of technology and social media in the Dean of Chapel's office. This can include enhancing our web presence, suggesting other avenues of technology that we can promote chapel opportunities, a keeping our social media presence current. We believe a current and active social media presence may bolster students' interest and likelihood to attend these chapel opportunities. Also, we believe a student in this position will help us communicate directly with and keep a pulse of the student community of NOBTS.

Measure: Count types of resources released over the academic year – The Dean of Chapel's office will count and keep track of the various types of expository preaching resources (blog, podcast, journals, sermon prep guides, and videos) released via the ARCEP website. The Dean of Chapel's Office will consult the website to ensure there are various types of resources regarding skill development in preparation or delivery of an expository sermon.

Benchmark: Release various types of resources regarding expository preaching – Release 3 different types of resources regarding expository preaching

Dean of Chapel

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Released 7 different types of resources regarding expository preaching	Results reveal that there were several different types of resources released of the academic year via the ARCEP website. This is double the proposed goal.	The Dean of Chapel's Office will continue to set the goal at releasing 3 different types of resources regarding expository preaching via the ARCEP

Strategy 2: Provide expository preaching conferences and lectures via the ARCEP. – The ARCEP will sponsor expository preaching conferences and lectureships.

Measure: Attendance at Stanfield Lecture (Spring 2017) – The Stanfield Lecture for Spring 2017 will be led by Dr. Stephen Rummage. His lecture will address the topic of Planning Your Preaching and Preaching through a Book of the Bible. The Dean of Chapel's Office will keep track of attendance at each session of the lecture.

Benchmark: An overall attendance at the lecture – An attendance of 15 attendees at the sessions

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Actual attendance was 25	There were more attendees than expected. Next Lecture that benchmark should be set higher.	Increase attendance by 50% at the preaching conference in the 2017-2018 academic year.

Global Missions Center

Unit Purpose Statement: The purpose of the Global Missions Center is to advance global missions with those connected to New Orleans Baptist Theological Seminary.

Outcome 1: Reach the unreached using gospel conversations through local, national, and international mission opportunities with NOBTS student participants.

Rationale: Increase the number of mission trip gospel conversations.

Strategy: Provide training opportunities to share the gospel – Provide gospel conversation training for NOBTS mission trips

Measure: Record total number of mission trip gospel responses – Use data provided to the Leavell Center from NOBTS missions trips to record the number of gospel responses. The Global Missions Center Administrative Assistant will record the number of gospel responses from NOBTS mission trip information provided by the Leavell Center.

Benchmark: 25 gospel conversation responses in Profession of Faith (POF) – Being the first time this data has been tracked by the Global Missions Center, this seems a reasonable benchmark

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
1141 POF for Brazil trip and 1 POF for Utah trip	Results from two trips and not all missions trips. The results were higher in Brazil where there is great openness. However, the degree of openness in Utah is quite different. The reporting time has been shortened since report due by end of August instead of December.	Seek data on more trips which may be included in next reporting cycle.

Outcome 2: Increase visibility for missions and urban ministry through NOBTS

Rationale: Increase visibility for missions and urban ministry through NOBTS by encouraging prospective students to study on the main campus of NOBTS in New Orleans to engage in missions and urban ministry.

Strategy: Provide information to prospective students – Work with Student Enlistment and the Public Relations Office to provide information to prospective students about coming to N Orleans main campus for missions and urban ministry. One example is to provide an

Global Missions Center

evangelistic/urban ministry opportunity as part or as an extending of Preview Weekend activities.

Measure: Maintain record of meetings with prospective students – Maintain a record of meetings that Global Missions Center staff have related to meeting with prospective students.

Benchmark: 10 meetings with prospective students in various settings

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
A dozen encounters with prospective students in various settings was achieved	The results the GMC staff were engaged in various settings with prospective students.	Plan to continue to discuss improving student enlistment for on campus students with Student Enlistment and Public Relations. One step may be more electronic contact with prospective students through a new software program now beginning to be utilized by the Student Enlistment group.

Institute for Christian Apologetics

Unit Purpose Statement: The Institute for Christian Apologetics exists to equip Christians to defend the Christian faith and present compelling reasons for embracing the Christian faith in a manner that is comprehensible and relevant in our contemporary culture.

Outcome 1: Increase Christian Apologetics student enrollment Strategies

Rationale:

Strategy: Provide opportunities for prospective students to learn about NOBTS academic programs in Christian Apologetics – Facebook, Defend Apologetics Conference, National Collegiate Week, and so forth.

Measure: Work to ensure that prospective students attend the Defend Apologetic Conference in 2017 – Met regularly with Student Enlistment, BCPP, and PLC to plan and promote Defend Apologetics Conference. ICA will track undergraduate student groups attending Defend Apologetics Conference.

Benchmark: Undergraduate Student Group Attendance – At least 2 undergraduate student groups attend Defend Apologetics Conference

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
At least 3 undergraduate student groups attended Defend Apologetics Conference	We are pleased that undergraduate student groups are engaged in the Defend Apologetics Conference.	We had at least one more student group attend than our benchmark

Outcome 2: Apologetics students will be actively engaged in Christian Apologetics

Rationale:

Strategy: Provide opportunities for students to do so

Measure: Engagement Opportunities – Opportunities include: ICA internships, Supervised Apologetics Ministry Practicum, Evangelistic Mission Trips, opportunities to volunteer with ICA. ICA will track data regarding engagement opportunities available to Christian Apologetics students.

Institute for Christian Apologetics

Benchmark: Number of engagement opportunities provided to Christian Apologetics students – ICA will provide at least two engagement opportunities will be provided each academic year

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
ICA provided at least 3 engagement opportunities via ICA internships, ICA volunteers, and Supervised Apologetics Ministry Practicum	We are pleased to see that our current apologetics students are responding to our efforts to provide them with engagement opportunities.	We provided at least one more opportunity than our benchmark.

Institute for Faith and the Public Square

Unit Purpose Statement: INSTITUTE for FAITH and the PUBLIC SQUARE: The purpose of the Institute is to explore the role that people of faith can have in the public square and to provide a forum where issues of concern to people of faith can be discussed.

Outcome 1: Host a Successful Annual Conference

Rationale: Host an annual conference on a relevant issue highlighting the intersection of faith and the public square.

Strategy: Strategies for Annual Conference – The Institute for Faith and the Public Square will plan, promote, and raise sufficient funds to host an annual conference.

Measure 1: Qualitative analysis – The IFPS Board as a whole will evaluate the success of the conference. This outcome will be measured by the successful hosting of the intended conference. Final evaluation will occur after the conference by the Board of Directors.

Benchmark: 90% positive responses reflected in the conference evaluation by Board Members – Conference evaluation helps us to understand the value/benefit of the conference by the board members.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of the written and verbal comments by Board members affirmed a successful conference	The conference speakers were outstanding with strong local support. A grant for \$20,000 allowed for significant advertising and honoraria to secure good speakers.	Continue pursuing quality speakers. Build on this success for continued fundraising.

Measure 2: Quantitative Analysis – The goal is to have 100 persons attend the conference. Attendance will be taken at the event giving a Quantitative Measurement of the conference. Final evaluation will occur after the conference.

Benchmark: 300 in attendance at the conference – Conference Attendance is necessary for a conference to be held.

Institute for Faith and the Public Square

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Media estimates of 500 in attendance. 447 programs taken by attendees. 319 pre-registered for event, 108 watched live-stream. 150 watched subsequent post online.	This was our most successful conference to date in terms of attendance. The live-stream results were disappointing in light of the amount spend on advertising.	Keep advertising local and specific. Avoid major media which promise much more than they deliver.

Measure 3: Quantitative Analysis – The goal is to raise enough money to fully fund the conference prior to the event. Budget estimates for the conference will set the parameters of how much money will need to be raised.

Benchmark: Raise \$10,000 annually to fund the conference budget – Funding is needed to pay speakers, transportation, and publicity.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Secured a \$20,000 grant.	When combined with cash on hand from the previous year, we ended the year with \$985.83.	The successful use of this grant will allow us to more successfully pursue additional grants and raise funds from potential donors.

Outcome 2: IFPS Website

Rationale: A website up-to-date with past and future events

Strategy: Keep Website Relevant – Communicate information on future planned events with the website manager and coordinate on changes that need to be mad to the website.

Measure 1: Website Quality – Quality of the website will be kept up to the standards of the Director and Board of the IFPS. Website quality will be determined by the Institute's Board of Directors.

Institute for Faith and the Public Square

Benchmark: 100% review of website the Board – To ensure continued usefulness and accuracy of the website

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of the Board affirmed web site was current and had good quality	Appointed an intern who has web design skills to keep site current, and design registration page. Secured an independent URL under our control.	Retain the intern to continue the good work.

Measure 2: Website Effectiveness – Event attendees can register via the website giving a quantitative measurement and providing a good estimation for the number that will be in attendance. Also, Google analytics will be used to monitor the amount of people visiting and using the website. Measurements will be collected by online registration via the website and Google analytics. Final evaluation will occur after the annual conference.

Benchmark: 5% increase in Web site and social media traffic – The website and social media are used to publicize and promote events

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Over 350 people registered for the conference online. Therefore, resulting in a strong web site. However, we experienced erratic social media.	The media company we hired pushed the Facebook page to as many as 26,000 points of contact, but ceased its work during the crucial 2 weeks prior to the conference. The web site had much better traffic as evidenced by the 319 persons who pre-registered for the conference through the site. In addition, 3 state Senators, 3 state Representatives, 2 City Council Members, and 1 Judge contacted us for recognition at the conference.	Hire help to manage online registration if charging an attendance fee. Improve visibility of our FaceBook page.

<p>Outcome 3: Increase Participation in Project 219</p>
<p>Rationale: Establish a prayer ministry for members of the Louisiana State Legislature. Christians in politics routinely ask for prayer. This endeavor will be a non-partisan matching of legislators with volunteers who will commit to praying for and encouraging the peers with whom they are paired. This will aid in the spiritual vitality of both the volunteer and the legislator for whom prayer is offered</p>

Institute for Faith and the Public Square

Strategy: Project Matchmaking – Through our website and other resources volunteers will provide information that we will use to match the volunteer with a member of Louisiana state legislature.

Measure: Project Effectiveness – The measurement for the inaugural year will be the matching of at least 50% of legislators with a volunteer prayer partner. The IFPS Board will determine the effectiveness of this outcome. Evaluation will occur after the legislative session.

Benchmark: Enlist prayer volunteers for at least 50% of the Louisiana State Legislature – Legislatures need and desire prayer.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Match 3 volunteers for State Senators and 6 volunteers for State Representatives	Printed 10,000 push cards advertising Project 219. Matched 8% of Senators (3 of 39) and 6% of Representatives (6 of 105). This was quite disappointing.	Be more direct in signing up volunteers, rather than relying on potential volunteers remembering to go to the web site to sign up. Recruitment of a volunteer coordinator.

Leavell Center for Evangelism and Church Health

Unit Purpose Statement: The Leavell Center for Evangelism and Church Health exists to assist Southern Baptist Churches and agencies in developing and implementing strategies for effective evangelism and measurable church growth. In fulfilling this objective, the Leavell Center focuses up the Seminary's target of healthy churches and strives to assist the institution in fulfilling its mission of equipping leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries. The Leavell Center assists the Seminary in the fulfillment of its mission by providing products and services for three primary constituencies: the local church, the Seminary's academic community, and agencies and institutions within the Southern Baptist Convention.

Outcome 1: Conduct conferences and outreach projects to encourage and equip the seminary community as well as church and denominational leaders for effective evangelism and measurable church growth.

Rationale:

Strategy 1: Conduct "Share Jesus Like It Matters" Evangelism Training Conference during the Spring 2017 semester.

Measure: Number attending the conference

Benchmark: The goal was to see at least fifty in attendance at the conference.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Approximately fifty people participated in the Leavell Center Evangelism Training Conference.	Successful promotion of the event to the seminary community. Little participation from area churches.	Need to develop better publicity strategy to promote conferences to pastors and church leaders in local congregations.

Strategy 2: Conduct Servanthood Evangelism Project during Spring 2016 semester.

Measure: Number of participants

Benchmark: The goal was to have twenty five students and professors participate in the Project.

Leavell Center for Evangelism and Church Health

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Over thirty professors and students participated in the Project on those two days and a couple of salvation decisions were recorded.	With better promotion of event and enlistment of participants could have greater participation of the seminary community.	

Outcome 2: Provide products and services for the local church, the seminary's academic community, and agencies and institutions within the Southern Baptist Convention for effective evangelism and measurable church growth.

Rationale:

Strategy: Provide customized demographic studies for churches seeking to reach their communities as well as for students developing evangelism, revitalization, or discipleship strategies for seminary courses. – The demographic studies delineating socio-economic status, age, occupation, ethnicity, etc. provide vital information to assist churches in reaching their surrounding communities. The studies also assist students in developing strategies targeting the communities in which their selected churches are located.

Measure: Number of demographic studies developed – Demographic studies provide vital statistical information for the communities which the churches are seeking to reach.

Benchmark: Provide 350 demographic studies for churches and students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
During the 2016-2017 academic year approximately 400 demographic studies were developed and provided to churches and seminary students.	Most of the demographic studies that were developed were for the seminary students needing the information to develop evangelism, revitalization, and discipleship strategies and were free of charge. Much less were paid demographic studies ordered by churches.	Do better job of promoting demographic studies and resources available to churches through the Leavell Center.

Leavell Center for Evangelism and Church Health

Outcome 3: Conduct research projects for publication and presentations to assist the local church, the seminary's academic community, and agencies and institutions within the Southern Baptist Convention for effective evangelism and measurable church growth.

Rationale: The research projects conducted by the Leavell Center provide vital information in order to assess the growth and health of the churches and the denomination assisting the churches and denominational agencies in analyzing their condition and developing strategies for effective evangelism and measurable church growth.

Strategy: Develop studies to help explain reasons for the multi-year decline of baptisms in the Southern Baptist Convention. – Utilizing available internal and external demographic data for all churches in the Southern Baptist Convention over a twenty year period, the Associate Director of the Leavell Center developed possible explanations for the multi-year decline of baptisms in the Southern Baptist Convention.

Measure: Results compiled and made available to the President of the seminary and the Associate Director for presentations to various denominational entities and scholarly societies.

Benchmark: Develop and provide information prior to presentations

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Major discovery of non-correlation between church planting and numbers of baptisms	Non-correlation of number of churches and the number of baptisms was very unexpected.	

Leeke Magee Christian Counseling Center

Unit Purpose Statement:

Training: The LMCCC is a training center for graduate student interns at New Orleans Baptist Theological Seminary. Students are provide supervised experience in the use of biblically sound models and are prepared to qualify for the licensure process as professional counselors.

Counseling: To provide an array of biblical, evidence-based counseling services that are affordable, accessible and address the diverse mental health and relational counseling needs of individuals, couples, and families in the greater New Orleans community, including children, adolescents, and elders.

Outcome 1: Training

Rationale: Students receive training to improve their skills in counseling and in the use of biblically sound models. A Supervisor evaluation completed at the beginning of the clinical experience, and at the end of each clinical component.

Strategy: Knowledge Application – Formative & summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted and evaluated as part of the student's practicum and internship.

Measure: Evaluation – Incremental evaluations to assess integrative skills. Students show evidence of increasing ability to integrate skills, and integrate biblical principles as they increase in hour of experience, as evidenced by question 1 in the evaluation Practicum/Internship Evaluation (Supervisor) completed by the supervisor at the beginning of practicum, and at the end of each clinical practice component.

Benchmark: The Supervisor Evaluation of the clinical work of the student across the time of clinical practice should show ongoing improvement and gain in skills of counseling. – Improve across the clinical component at least 1/2 point in a Likert scale of 0-5 for average of evaluation scores.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Beginning average: 3.2; Ending average: 4.13	Students showed increase in knowledge of principles and processes of counseling as evaluated by their individual supervisor, increasing a .93 gain in average scores. The benchmark was an increase of .5	The students averaged ongoing increase in knowledge of principles and processes of counseling as evaluated by their individual supervisor, increasing

Leeke Magee Christian Counseling Center

		a .93 gain in average scores. The benchmark was an increase of .5.
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Outcome 2: Counseling

Rationale: Assist students in developing counseling session skill set to effect positive client outcomes. Students begin clinical practice struggling to balance concerns about connecting with client and accomplishing goals for beginning sessions.

Strategy: Connection – Students will grow in their ability to connect with clients to increase positive client outcomes. Research indicates 70% of positive counseling outcome is related to the connection between the counselor and the client.

Measure 1: Evaluation – Connecting with clients. The student will demonstrate improvement from Practicum to Internship in building connection with the client, as measured by the Supervisor in the Practicum/Internship Evaluation (Supervisor), Question #12.

Benchmark: Achieve connection with client (research indicates 70% of positive outcomes in counseling comes from connection between client and counselor). – 90% of students will score a 4 or 5 on a 5 point Likert scale measuring improvement on connecting with client (Practicum Internship Evaluation- Supervisor, Question #12) through rapport by the end of their Internship 2.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
90% scored a 4 or 5 on the 5 point Likert scale	2 students (out of 20) scored a 3 on the 5 point Likert scale, which was 10%. The supervisors worked with these students across the clinical practice, and while their overall scores improved, this area did not improve.	There is not a comparison for last year, so this score met the benchmark that had been set for this year.

Measure 2: Connection – Client perception that the counselor is able to achieve a successful connection with them. Clients will be assessed a minimum of every 8 weeks on perception of the counselor's connection with them, by the Client Satisfaction Survey, Question #1.

Benchmark: Achieve connection with client (research indicates 70% of positive outcomes in counseling comes from connection between client and counselor). – 100% of counselors rate a minimum of 4.0 on a 5.0 Likert scale.

Leeke Magee Christian Counseling Center

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
4.6 on a 5.0 Likert Scale	Students exceeded the benchmark set to measure connection with client.	4.6 achieved on a 5.0 Likert Scale. This is emphasized in all courses where students are taught specific interventions and models to use when with clients.

Youth Ministry Institute

Unit Purpose Statement: Youth Ministry Institute exists to extend the mission of the New Orleans Baptist Theological Seminary through leadership in advanced research, quality training, and practical resources for those who work with youth.

Outcome 1: Conduct one YMI workshop off-campus per academic year.

Rationale: In the 2016-2017 academic year, an off-campus YMI workshop does not appear in the Graduate Catalog. The YMI staff will spend the 2016-2017 academic year investigating and completing the tasks needed to create this YMI off-campus workshop.

Strategy 1: Coordinate with NOBTS Extension Centers, Baptist State Conventions, and local youth ministers attending Southeast Youth Ministry Conclave to network with potential attendees and potential leaders.

Measure: Number of personal contacts (and their personal contact information) the YMI staff accumulates at the Southeast Youth Ministry Conclave annual event – The YMI staff will maintain record of the personal contact information of individuals we speak with at the NOBTS booth the Southeast Youth Ministry Conclave annual event.

Benchmark: The goal of the contact was to develop relationships with potential students and ministry partners.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>YMI staff spoke with and received contact information from 38 individuals. The contact information was added to an existing email list.</p>		<p>YMI staff will seek to increase the number of contacts at the upcoming Southeast Conclave.</p>

Strategy 2: Create a graduate syllabus for a for-credit, NOBTS class that incorporates the attendance at the Southeast Youth Ministry Conclave annual event.

Measure: Creation of new syllabus

Youth Ministry Institute

Benchmark: Completion of syllabus for DMin course CESE8305.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Course description and syllabus developed	CESE8305 Youth Leadership Conference Youth Conclave January 26-28, 2018	Evaluation of the course to take place in February 2018

Undergraduate Programs

Leavell College

Unit Purpose Statement: To prepare students for service in various ministries of the Southern Baptist Convention and to qualify the students to continue their studies at the graduate level.

Outcome 1: Entrance and Exit Exam

Rationale: Revise the Leavell College Entrance and Exit Exam.

Strategy 1: Review and Revise, as necessary, the BACM Entrance and Exit Exam – Leavell College faculty will review the BACM Entrance and Exit Exam (also called the BACM Pre-Test and Post-Test) to ensure the questions asked on this exam adequately address the BACM program goals of: 1) Biblical Interpretation - The graduate will interpret and communicate the Bible accurately. 2) Service and Leadership - The graduate will demonstrate the ability to serve, lead, and equip churches through pastoral, worship, and educational ministries. 3) Historical and Theological Interpretation - The graduate will interpret and communicate theological and historical truth accurately.

Measure: EPP Test Questions Specific to Leavell College's Degree Programs – "EPP Test Questions Specific to Leavell College's Degree Programs" This is the BACM program-specific questions that serve as the Leavell College BACM Entrance and Exit Exam. During the fall 2016 and spring 2017 semesters, new, incoming Associate and Baccalaureate students will take this exam prior to the respective term's break (i.e., fall break and spring break). Graduating Associate and Baccalaureate students will take the exam either the day of graduation practice or, for those students graduating in absentia, the last two weeks of the semester. This is a proctored exam. The results will be submitted to ETS (along with the ETS Proficiency Profile) for calculation. ETS will then provide Leavell College administration with access to these scores for their use.

Benchmark: 100% of the BACM Entrance/Exit Exam will be reviewed and revised, as necessary, to ensure this exam is an accurate direct assessment measure of student attainment of degree program goals. – The BACM Entrance/Exit Exam serves as a direct measure of assessment in student learning in regard to degree program goals

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The BACM Entrance/Exit Exam was reviewed and revised to ensure it adequately addressed	Each faculty member was requested to review the BACM Pre-/Post-Test for their respective disciplines, noting if the current question(s) adequately addressed our BACM program goals. A coordinator was identified for each of the three BACM program goals. Faculty members were asked to work with this coordinator in confirming or creating new test	The Leavell College BACM Entrance / Exit Exam adequately addresses the three program goals of 1) Biblical Interpretation, 2) Service and

Leavell College

Leavell College BACM program goals.	questions related to their discipline as they correspond to the respective program goal. Each faculty member was to submit between 3-5 questions. The coordinator submitted these questions to the Associate Dean of Leavell College who, in turn, submitted them to the Leavell College Accreditation Liaison for incorporation into our BACM Entrance/Exit Exam. The faculty reviewed and confirmed the adequacy of the exam.	Leadership, and 3) Historical and Theological Interpretation. This test assists in measuring the students' achievement of our program goals.
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Outcome 2: Student Participation in BACM Exit Exam.
Rationale: Increase student participation in taking the BACM Exit Exam.

Strategy: Administer the BACM Exit Exam in a Proctored Setting – Recognizing the current method of offering the exit exam to our graduating students in an uncontrolled, Blackboard-generated environment does not provide the controls desired nor encourage participation by the respective students, the decision was made to administer the BACM Exit Exam as a paper copy in a proctored setting. Therefore, the Leavell College BACM Exit Exam will be administered as part of the ETS Proficiency Profile Exam. Graduating students (Associate and Baccalaureate program) will take the exam on campus during the same day as graduation practice. Students graduating in absentia will take the exam the month of graduation - either on campus at an appointed time or at their respective extension center.

Measure: Record of Participants vs. Requests – Spreadsheet recording the number of students who were requested to take the Exit Exam and those who actually took the test.

Benchmark: 10% increase in participation in students taking the BACM Exit Exam – The BACM Exit Exam is a direct measure utilized by the Leavell College Faculty Jury in the assessment of our BACM degree program.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
	- Exit Exam (i.e., Post-Test) -- results while offering an electronic copy of the BACM degree-specific Exit Exam via Blackboard: - Spring 2014: 12 out of 50 students took the exam (24%) - Fall 2014: 12 out of 28 students took the exam (42.9%) [Increase of 18.9%] - Spring 2015: 18 out of 35 students took the exam (51.4%) [Increase of 8.5%] - Fall 2015: 6 out of 17 students took the exam (35.3%) [Decrease of 16.1%] - Spring 2016: 24 out of 37 students took the exam (64.8%) [Increase of 29.5%] - Average increase from Spring	Significant increase of 13% from the fall 2016 to the spring 2017 semesters. Even greater increase from spring 2016 (electronic administration via Blackboard) to spring 2017 (paper copy in a proctored setting) of 20.2%. Changing

Leavell College

	<p>2014 to Spring 2016: + 21.12% Results after changing the policy to a paper copy of the BACM degree-specific exam in a proctored setting. (We administer this exam at the same time as the ETS Proficiency Profile.) - Exit Exam - Name of which was revised to "LC EPP Questions Specific to the Degree Program": - Fall 2016: 43 out of 56 students took the exam (78%) - Spring 2017: 52 out of 61 students took the exam (85%) - Increase from Fall 2016 to Spring 2017: +13%</p>	<p>from an electronic exam administered via Blackboard to a paper version administered in a proctored setting during the same time as the ETS Proficiency Profile has a direct correlation to the increased participation. Also, multiple communication via e-mails have assisted in students being aware of the need to take this exam.</p>
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Outcome 3: Students Continuing Academic Education

Rationale: Increase the number of students continuing their education at the graduate level.

Strategy: Encourage the Upper-Level LC Students to Attend the BCPP Luncheon – The Baptist College Partnership Program (BCPP) office hosts a luncheon for Leavell College students once a semester. The date of this luncheon is communicated to the Leavell College faculty who, in turn, communicate to their students. The desire is to see more upper-level Leavell College students participate in this luncheon so they can better understand the benefits of BCPP and how this will help them in their graduate studies.

Measure: Report from the Registrar's Office of Leavell College Graduates Admitted to NOBTS' Graduate Program – The registrar's office will provide Leavell College with a report of those Leavell College graduates who have been admitted to the NOBTS graduate program.

Benchmark: 3% increase in Leavell College graduates admitted to NOBTS graduate program from fall 2016 to spring 2017 – Qualifying students to continue their studies at the graduate level is a component of Leavell College's mission.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
A 4% increase was experienced from Leavell	Leavell College Bachelor's Graduates admitted to the New Orleans Baptist Theological Seminary's Graduate Program:	A 1% increase was experienced, even among a graduating

Leavell College

<p>College graduates admitted to NOBTS' graduate program from fall 2016 to spring 2017.</p>	<p>Fall 2016 -- Of 51 graduates, 14 were admitted to NOBTS' graduate program Spring 2017 -- Of 61 graduates, 19 were admitted to NOBTS' graduate program This represents a 4% increase from the fall 2016 to the spring 2017 semester.</p>	<p>class larger in the spring 2017 semester than that of the fall 2016 semester. The emphasis on our Baptist College Partnership Program is a significant factor in encouraging our students to continue with their studies by attending graduate school.</p>
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Prison Programs

Unit Purpose Statement: To provide quality educational programs inside correctional institutions that equip incarcerated leaders to fulfill the Great Commission and the Great Commandments within the local church and its ministries, both inside correctional institutions and beyond.

Outcome 1: Standardize course cycles at prison extension centers

Rationale:

Strategy: Thorough review of each centers' course cycle

Measure: Complete the review of all course cycles – Review each center's course cycle.

Benchmark: Complete 100% of the reviews – All course cycles must be reviewed for thoroughness and accuracy

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of the reviews were completed		Next steps involve reviewing individual student records to ensure that current course cycles have adequately prepared them for graduation.

Academic Services

Registrar

Unit Purpose Statement: The Dean of Admissions and Registrar's Office responsibility to navigate the students through each semester, each academic year and through their entire degree program so that they may successfully complete the specialization to which God has called them.

Outcome 1: Evaluation of Application Process

Rationale: The Dean of Admission and Registrar's Office is evaluating the application process in order to streamline the application and the approval process. The application process, with all the supporting documents has to be submitted before the application is considered for approval.

Strategy 1: Train staff in new software ("Recruit") – The Dean of Admissions and Registrar's Office has been part of a new software called "Recruit" that is able to help with the application process. Recruit can be modified to be adaptable to the application of New Orleans Baptist Theological Seminary to process applications in a timelier manner. New Orleans Baptist Theological Seminary has added a "background check" to the application process which has to be examined from each applicant. We will train our staff in the use of Recruit.

Measure: Training Sessions – Ellucian, the software manufacturer of "Recruit," will conduct training sessions with our staff.

Benchmark: 100% of staff to attend six of the training sessions – Formal training of the Recruit software is necessary to use the application

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of staff attended 6 sessions.	The training was conducted in a dedicated room in a group setting on NOBTS' campus. Training was conducted both by Ellucian (the software manufacturer) and the Director of Admissions. The Director of Admissions was able to instruct how "Recruit" is used within NOBTS' environment.	

Strategy 2: Decrease Application Turn-Around Time

Measure:

Benchmark: 5% increase in application process – The time spent in turning around an application correlates to the student requesting admission to our programs.

Registrar

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
15% increase in application process	Changing the application from a hard copy format to an electronic format increased the number of applications processed.	A record is kept on applications received and approved. Shorting the time period between receiving and approving applications is the goal. A decrease in time from the average of 64 days from time an application was received until approved to 57 days. Also from 7 days of completion of application to approval to 2.5 days of completion to approval.

Outcome 2: Training of Academic Advisors

Rationale: Academic advisement is necessary for all the locations the New Orleans Baptist Theological Seminary provides theological education. The growing number of students in the extension centers and online students requires accurate degree plans for each student. Adding and training academic advisors is an ongoing process. Students would be able to have more than one (1) academic advisor. The academic advisors would be trained and also have experience because they will be students or former graduates of New Orleans Baptist Theological Seminary. Because of the different degree programs and specializations, academic advisors would be familiar with degree requirements by being able to interpret the catalog and the different degree plans.

Strategy: Increase Efficiency in Academic Advisement – The Dean of Students Office and the Dean of Admissions Office will train academic advisors for the purpose of helping each student no matter where they are located to accomplish their goal of successfully completing their degree program. As turn over happens, ongoing training will be done each year even with those who have been doing academic training due to degree changes.

Measure: Decrease in Student Complaints – Students rated services provided, which include turnover of requests (time it took for requests), degree completion advisement, attitude of the academic advisor. Student Satisfaction Survey: How long did it take to have a response to your inquiry? How would you grade the response to your inquiry? Was there a follow-up required by your inquiry? Was the academic advisor you communicated helpful in solving your situation? If yes; how? If no, why?

Registrar

Benchmark: 10% decrease in student complaints – We recognize the importance of student satisfaction and retention. A decrease in student complaints directly correlates to an increase in student satisfaction and retention.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
11% decrease in student complaints	The record of complaints are received from the Provost's office. We saw a decrease in these complaints by 16% during the 2016-2017 academic year.	Customer service is important. Meeting the needs of our students through trained and experienced academic advisors with a heart for the students would improve how students perceive the advice given to them.

Dean of Students

Unit Purpose Statement: The Student Services Department exists to facilitate the personal, academic, and spiritual growth of all NOBTS students by promoting, planning, and coordinating programs and events that contribute to an atmosphere reflecting the core values of NOBTS: doctrinal integrity spiritual vitality, mission focus, characteristic excellence, and servant leadership.

Outcome 1: Improve student services across delivery systems

Rationale: Provide access to student services for all students regardless of delivery system -- on campus, off campus, or online.

Strategy 1: Provide training for student services and other NOBTS staff – Coordinate various training for student services staff and any interested others.

Measure: Number of people receiving the training. – Darkness to Light child safety training for rec center staff. 12 REC employees participated. Training educates employee on child protection practices, recognizing the signs of abuse, how to talk to children about body safety and boundaries, and how to react if there is a problem. Record the number of people attending the session.

Benchmark: At least 90% of REC employees who work with children's programs will receive the Darkness to Light child safety training.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
12 REC employees participated in the "Darkness to Light" child safety training.	Continue requiring this training yearly to any new REC employees. In the future: Coordinate a training on student mental health issues for student services staff.	100 percent of Rec employees who work with children have been trained, surpassing the benchmark. REC employees are better prepared to recognize child abuse and avoid compromising situations with children.

Strategy 2: Review and communicate school policies effectively – Review various policies each year and communicate with students.

Dean of Students

Measure: Number of housing units made available for and utilized for pet-friendly housing. – In recruiting new students, the lack of pet-friendly housing on campus had come up as an issue several times.

Benchmark: Make 20 units available for pet-friendly housing.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
24 units were made available, 5 have been utilized so far (just a month after announcement).	It will take a semester or two for the policy to become utilized by more students.	Exceeded benchmark by 4 units made available.

Benchmark: Convert some single-student housing to an unfurnished option, with an 80 percent occupancy rate.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
8 units of apartment-style housing were converted from furnished to unfurnished.	Providing apartment-style unfurnished housing allowed us to provide a more affordable housing option to students. All 8 apartments (100 percent of the apartments) are occupied; 32 beds were made available of which 28 are occupied, or 87.5 percent occupied.	8 units were switched to the unfurnished option. Of those, all 8 (100 percent) of the apartments are occupied; 32 beds were made available of which 28 are occupied, or 87.5 percent occupied.

Outcome 2: Support seminary core values through student life

Rationale: The core values are to be inculcated through all areas of student life.

Strategy 1: Help students develop characteristic excellence in their personal finances – Through various programs coordinated through Financial Aid and PREP Offices.

Measure 1: Number of PREP classes and students participating in them. – PREP Compass classes teach excellence in managing student finances. Main campus and by video conferencing with extension center and online students.

Benchmark: Have at least 10 Compass classes averaging at least 5 student participants each.

Dean of Students

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
For the Fall and Spring semester, ten classes were offered to students and sixty-five students completed the requirements. Over the summer, two classes were offered and twelve students participated.	Having twelve students participate in the summer Compass courses is the most number of students to ever participate during the summer classes. A big reason for the increase in summer numbers was the addition of online/webcam based offerings. All twelve students joined the class using Zoom, a group webcam software provided to NOBTS by Compass.	Two more classes were offered than the benchmark, and 25 more students than the benchmark participated.

Measure 2: Hold personal financial planning services meetings with students. – Tracked student participation in personal financial planning meetings by PREP staff. These meetings are required for students who reach \$10,000 in cumulative student loan debt. We will track the number of meetings.

Benchmark: Have personal financial planning meetings with at least 50 students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
For the Spring semester, the PREP staff had a total of fifty-five meetings with individual students about personal budgeting and debt.	Thirty-nine of the fifty-five meetings were conducted in the Spring semester because of the new policy regarding loan certifications. This policy addition has dramatically increased the number of students taking advantage of individual meetings with the PREP office.	There were five more students attending than the benchmark. The new policy allows us to better serve students with indebtedness and keep them from going into unnecessary debt.

Strategy 2: Promote characteristic excellence in emotional, mental, and spiritual health

Measure: Incorporate a session on emotional and spiritual health in campus orientation – The Dean of Students office seeks to address the emotional and spiritual health issues

Dean of Students

of our new students. Fall 2016 and Spring 2017 Campus orientations included a wrap-up session on emotional health. Students were made aware of mental health resources available through the Leeke Magee Christian Counseling Center, academic resources, and local church resources.

Benchmark: At least 50 on-campus students will receive the training each semester. (campus orientation)

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Fall 2016 and Spring 2017 Campus orientations included a wrap-up session on emotional health. At least 100 attended each of these sessions in Martin Chapel.	A survey was given to the Orientation participants. Student feedback indicated that the session was valuable.	At least 10 more students than the benchmark attended the Spring session, and 50 more in the Fall session. Numerous referrals were made to the Leeke Magee Christian Counselor Center from this event, such that the Counseling Center had a backlog of counselees.

Benchmark: At least 200 students per semester will receive an orientation to the availability of counseling services through online orientation. (online orientation participation)

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
All students who participated in Online Orientation saw the video, which Incorporated a brief presentation on emotional health in the Dean of Students intro video in online orientation.	This venue allows us to present the availability of Counseling to all new students.	417 students in Fall 2016 and 238 students in Spring 2017 received the orientation to Counseling services, thus exceeding the benchmark.

Student Enlistment

Unit Purpose Statement: The mission of Student Enlistment is to guide prospective students to discover and answer God’s call, and to shepherd through enrollment those called to NOBTS.

Outcome 1: Increase Campus Visits

Rationale: Increase prospective student visits to the main campus. This includes individual campus visits and Campus Preview events.

Strategy: Promote Visits and Preview in Multi-channel Media – Promotion of Visits and Campus Preview: All inquiries/applicants will receive an email inviting them to visit. Phone calls will be made to all inquiries/applicants and an invitation to visit the campus will be extended. All inquiries/applicants will receive a postcard inviting them to visit. Promotion of Campus Preview alone: Before each Preview a Facebook ad promoting Preview will be purchased. Text messages will be sent inviting prospects to attend Preview.

Measure: Monthly Visit Reports – On a monthly basis the Enlistment office reports the number of campus visits to the Admissions office to be included in monthly report that demonstrates the number of applications submitted, completed, and accepted. At the end of the calendar year these monthly reports are combined into an annual Jan-Dec report. The monthly reports will be gathered and calculated for an annual figure according to the academic year rather than the calendar year.

Benchmark: The goal for visits the 2016-2017 academic year will be 350 prospective student visitors.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
This year 403 prospective students visited the campus.	Campus Preview in particular increased due to the usage of a mobile text alert software. Every time a text alert was sent about Preview, registrations swelled in the hours following the text.	Exceeded benchmark by 53 prospective student visits. This was due in part to a new Mobile Text Alert software which was implemented in March 2017.

Outcome 2: Increase Inquiries from Recruiting Trips

Rationale: Increase the number of prospective student inquiries during outbound recruiting trips.

Student Enlistment

Strategy: Provide incentives for prospects to turn in inquiries – Enlistment will begin to provide higher-quality promotional items and random drawings to encourage prospective students to fill out the inquiry form.

Measure: Travel Grid Record – The travel grid is a document which logs trips and includes information about the number of inquiry forms obtained on outbound trips. The 2016-2017 Travel Grid will be used to calculate the total number of inquiries obtained this academic year.

Benchmark: The goal for prospective student inquiry forms for outbound trips for the 2016-2017 academic year is 750

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The number of received inquiry forms was 913.	This significant increase is a result of using higher-quality promotional items and random book package drawings to encourage prospective students to fill out the inquiry form.	The use of NOBTS journals and NOBTS professor/alumni book giveaways lead to the increase in inquiry cards.

Outcome 3: Increase Campus Preview Application Rates

Rationale: Increase the percentage of Campus Preview attendees that apply to the seminary. This includes those who apply before Preview and those who apply after.

Strategy: Promote the application during and immediately after Campus Preview – Through announcements during Preview and phone calls and emails after Preview, Enlistment will encourage applicants to take advantage of a small window of time to apply at no cost.

Measure: Campus Preview Attendance List and Recruit Records – The actual attendees (as opposed to registrants) for Preview are logged on a spreadsheet to create an attendance list. "Recruit" is the software which houses applicant information. The attendance spreadsheet will be cross-referenced with records from the Recruit software to determine which individuals applied. The percentages of individuals that applied before and during/after Preview will be determined.

Benchmark: The goal for Preview applicants for 2016-2017 is that 50% of attendees will apply to NOBTS.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The results were that 67% of attendees	The results were very interesting. Instead of having a steady 67% application rate, the events had the following applicant rates:	The increased emphasis on applications during

Student Enlistment

<p>applied to NOBTS. 36% applied before Preview and 31% applied after Preview.</p>	<p>October Preview (30%), March Preview (57%), and May Preview (80%). There was an increased emphasis on the application during the March and May Previews, therefore the increase may be attributed to this.</p>	<p>and after the March and May Previews may have attributed to March and May having a much higher application rate.</p>
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Library

Unit Purpose Statement: The Library and its extension locations, through traditional methods and through digital information resources, provide bibliographic, reference, and instructional support to assist the seminary's programs of teaching, research, and scholarly endeavor so as contribute to the accomplishment the seminary's target of equipping leaders to grow healthy churches.

Outcome 1: Increase collection of eBook resources

Rationale: Students are utilizing more eBook resources this year, particularly off-campus and online students.

Strategy: Add net eBook titles annually to the EbscoHost eBook collection – Annual "net" eBook titles is defined as the new titles added minus titles removed from the collection.

Measure: Increase in the 2016 EbscoHost Religion and Academic eBook Collections – The EBSCO annual collection report is in the annual report from the Director of Technical Services.

Benchmark: Increase the net EbscoHost Religion and Academic eBook Collections by 500 titles. – Increase the net EbscoHost Religion and Academic eBook Collections by 500 titles annually.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The Religion and Academic Collections in 2017 were at 7,200 and 165,600 titles respectively.	The Religion Collection added 450 titles and the Academic Collection grew by 6,350 titles.	The Religion Collection added 450 titles and the Academic Collection grew by 6,350 titles.

Outcome 2: Digitize Rare Book and Artifact holdings

Rationale: The library has a great rare book, hymnal, and archival collection, which is given added significance due to the celebration of the Seminary's centennial.

Strategy: Assign student workers to digitize books and artifacts. – The items to be digitized include the John T. Christian rare book and pamphlet collection, and the Martin Music rare hymnal collection, plus historical documents related to Seminary history.

Library

Measure: The number of pages or items digitized annually. – The number of pages or items digitized annually is recorded in the annual report of the Director of Technical Services.

Benchmark: Digitize 25 items or 600 pages annually

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
30 rare hymnals were digitized.	The benchmark was exceeded.	The benchmark was exceeded by 5 items.

Outcome 3: Increase Student Satisfaction of Library Services

Rationale: Increase the student satisfaction scores in the annual Noel-Levitz adult student survey.

Strategy: Videos will be made detailing library services and distributed via email to the student body. – The videos explain how on campus, off campus, and online students can utilize the library.

Measure: Annual Noel-Levitz Adult Student Survey, Questions 15 and 54 – Question #15 is “Library resources and services are adequate for adults.” Question #54 is “Library services for extension center students (including e-books, online databases, etc.) are sufficient and accessible.”

Benchmark: Meet or exceed last year's scores and/or national averages for questions 15 and 54 on the Noel-Levitz Student Survey

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
5.84 (Question # 15) and 5.70 (Question #54)	Results were within .02 of the national average.	The score was essentially the same as the national average.

Media Services

Unit Purpose Statement: The purpose of Media Services is to enhance the process of equipping leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries by providing quality media support and services at NOBTS.

Outcome 1: Upgrade or add media equipment to classroom and meeting spaces.

Rationale: The media department will seek ways to upgrade current equipment for teaching venues and also expand the media services by adding additional equipment for the academic conference rooms which also host smaller courses and doctoral seminars.

Strategy: Purchase New Equipment – We desire to expand our media service department by providing current equipment to meet the teaching and meeting needs within our conference/seminar rooms.

Measure: Add media technology in conference and seminar rooms

Benchmark: Media for 3 conference rooms and 1 upgraded classroom

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>We achieved 4 conference rooms with the multi-purpose Leavell classroom/conference room and upgraded 2 classrooms.</p>	<p>We were able to raise the funds and exceed our expectations for one year media upgrades while maintaining the equipment already on hand.</p>	<p>This has enhanced our conference rooms that are also used for classrooms by having permanent media equipment to resource those venues. We were also able to upgrade one classroom in the Hardin Student Center and the Preaching Lab in the Bunyan Building.</p>

Outcome 2: Enhance course content through HD video creation and editing.

Rationale: The Media Services Department will seek to partner with the Online Learning Department to create and edit professor overview and teaching videos to be placed into the course shells in Blackboard.

Media Services

Strategy: Upgrade and Utilize the Media Studio

Measure: Initiative by academic leaders to provide an HD overview video in each course

Benchmark: The benchmark was 100% of masters MDIV required core classes

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>We achieved and surpassed the goal by completing 100% of masters MDIV core classes and even completed many elective courses.</p>	<p>The goal was a challenge but was exciting to achieve within the media services department. The media services department will begin to look for ways to take the project to a higher level by adding additional teaching unit videos and other ways that teaching video quality could be enhanced.</p>	<p>This has improved the experience with students to see and hear in HD quality from the professor that developed their course content.</p>

Business Affairs

Human Resources

Unit Purpose Statement: Providing human resource services and support needed for operation of NOBTS. Psalm 78:72 “...with the integrity of our hearts and the skillfulness of our hands.”

Outcome 1: Improve Processes to minimize institutional risk

Rationale: Human Resources strives to continually review and improve on processes to minimize risk from turnover or possible fraudulent activity.

Strategy: Have risk assessment audit performed by independent audit firm – An outside audit firm looks at all Human Resources processes and procedures to ensure internal controls are in place to minimize risk.

Measure: Report from independent auditing firm at completion of risk assessment audit – A report will be issued by the auditing firm to report findings of risk assessment audit

Benchmark: To obtain a report from the independent auditing firm stating that processes are in compliance and internal controls are in place to minimize risk to the institution. – To have Human Resources processes evaluated by outside auditing firm

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>A report was received on May 15, 2017 from the independent auditing firm stating that Human Resources processes have sufficient segregation of duties and adequate internal controls</p>	<p>The results from the risk assessment audit show that the Human Resources function has proper internal controls in place within the processes of various positions.</p>	

Business Office

Unit Purpose Statement: Providing financial services and support needed for operation of NOBTS. Psalm 78:72 “with the integrity of our hearts and the skillfulness of our hands.”

Outcome 1: Improve Processes to minimize institutional risk

Rationale: The Business Office strives to continually review and improve on processes to minimize risk from turnover or possible fraudulent activity.

Strategy 1: Review and update all employee manuals – Employee manuals need to be up to date with current processes to ensure procedures are not lost in the event of turnover.

Measure: Meet with employees to review manuals and discuss processes – There will be a meeting with each employee to review manuals to ensure that they are up to date with current processes performed by each employee. There will also be discussion about processes to make sure they are still as efficient as possible.

Benchmark: Meet with 100% of employees to review manual and discuss processes – To ensure all manuals are updated to current processes

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met with 100% of employees	In meeting with employees, we found that all manuals were up to date with current processes. In the event of job turnover, this will help ensure that processes are not missed.	We made sure all manuals are up to date and in electronic format for easy editing in the event of a process being modified.

Strategy 2: Have risk assessment audit performed by independent audit firm – An outside audit firm looks at all Business Office processes and procedures to ensure internal controls are in place to minimize risk.

Measure: Report from independent auditing firm at completion of risk assessment audit – A report will be issued by the auditing firm to report findings of risk assessment audit.

Benchmark: To obtain a report from the independent auditing firm stating that processes are in compliance and internal controls are in place to minimize risk to the institution. – To have Business Office processes evaluated by outside auditing firm

Business Office

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
A report was received on May 15, 2017 from the independent auditing firm stating that Business Office processes have sufficient segregation of duties and adequate internal controls.	The results from the risk assessment audit show that the Business Office has proper internal control in place within the processes of various positions.	

Clinic

Unit Purpose Statement: Provide basic health care to the NOBTS Campus Community

Outcome 1: Provide convenient and cost effective health care for NOBTS students, faculty, staff, and their families

Rationale: The Clinic strives to provide convenient and cost effective health care for NOBTS students, faculty, staff and their families

Strategy: Provide health care awareness through communication of flu shot availability – Promote health awareness and disease prevention by encouraging the community to receive flu shots

Measure: Increased number of emails with educational information concerning influenza and its effects – Emails reviewed and sent to the entire NOBTS Gmail global distribution on numerous occasions to encourage awareness and participation by receiving flu shots

Benchmark: More emails sent

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
74 flu shots issued over the course of 3 months	An increased number of people could get flu shots	

Early Learning Center

Unit Purpose Statement: Providing Early Learning opportunities for young children of the NOBTS community.

Outcome 1: Provide quality education through Early Learning Center program

Rationale: The Early Learning Center provides quality education through the Early Learning Center program.

Strategy: Meet standards established by Department of Education Division of Licensing – Standards are set forth by the Louisiana Department of Education Division of Licensing within which the Early Learning Center must operate

Measure: Assessments and observations by DOE division of licensing were successfully completed – Department of Education performs annual observations and inspections to insure compliance

Benchmark: Pass observation and inspection by Department of Education representative

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Early Learning Center passed observation and inspection	Suggestions for improvement by the DOE will be followed	

Post Office

Unit Purpose Statement: Provide postal services to the NOBTS community. Psalm 78:72 "...with the integrity of our hearts and the skillfulness of our hands."

Outcome 1: Provide postal services to NOBTS community in compliance with United States Postal Service regulations.

Rationale:

Strategy: Meet requirements as Seminary Postal Substation – USPS issues requirements for compliance

Measure: Successfully completed periodic audits with local USPS station – Weekly audits are completed to ensure cash received balances with stamp inventory and money orders issued.

Benchmark: Weekly audits completed and submitted to USPS

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Audits completed weekly	Continue to improve procedures so audits will be accurate.	

Providence Guest House

Unit Purpose Statement:

Outcome 1: Provide great service at Providence Guest House.

Rationale: Provide great service for short-term housing at Providence Guest House.

Strategy: Upgrade room amenities for guest comfort – Focus: 1) Continue with purchase of mattresses on a rotating basis. 2) Outfit each guest room with a flat screen TV.

Measure 1: Purchase of new mattresses on rotating bases – We purchase new mattresses for our guest rooms on a rotating basis. This is part of routine maintenance. New mattress in the respective guest rooms.

Benchmark: 15% new purchases – Part of routine service

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
20% were purchased		

Measure 2: Purchase of flat screen televisions for each room – Purchase a flat screen television of each of the guest rooms at the Providence Guest House. Physical presence of the flat screen TV in the guest room.

Benchmark: At least 90% of the guest rooms at the Providence Guest House will be outfitted with a flat screen TV. – A flat- screen TV has become the norm for customers.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of the guest rooms at the Providence Guest House have been outfitted flat screen TVs.		

Facilities & Safety

Unit Purpose Statement:

Outcome 1: Provide safe and secure campus environment Strategies

Rationale:

Strategy 1: Security barricades at entrance and exit – Placement of physical barricades at the entrance and exit of campus. The on duty Police Officer physically checks every vehicle and persons before entering or exiting campus. This security measure begins at 2300hrs and ends at 0500hrs.

Measure: Preventing unauthorized entry – We have deployed 6, 5 feet tall, 5" in diameter, 1/4" steel, filled with concrete, barricade poles, placing 3 in each driveways adjacent to the Guardhouse. Each vehicle and person will be identified to determine their intent or purpose.

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Strategy 2: Campus perimeter lighting – 80 fenced in acres of campus property implementing a combination of Halogen and LED lighting for night time safety.

Measure: Night time lighting is to ensure safety and security for our campus.

Benchmark:

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>

Information Technology Center

Unit Purpose Statement: The Information Technology Center serves faculty, staff and students by providing a broad range of technology-based planning, integrate solutions, resources, training, services and support in order to facilitate the mission of NOBTS.

Outcome 1: Provide technology training for faculty, staff and students.

Rationale: During the 2015-2016 academic year the ITC offered 3 training sessions per semester. Because there is such a high staff turnover additional training would be helpful to keep the staff effective in their respective offices.

Strategy 1: Increase staff training opportunities – Increase staff training sessions from 3 per semester to 4 per semester with attendance of 15 in each session.

Measure 1: Calendar of training events – Schedule a variety of 4 training sessions for all staff to attend.

Benchmark: Number of Staff Trainings Offered in Academic Year – 4 per semester

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The ITC was able to offer a variety of focused training for staff during the 2016-2017 academic year. The topics included Performance Cloud, Creating and Posting YouTube videos, Cascade and the new web site, SnagIt/Desktop video capture, Report Writer, Google Drive, Disaster Recovery, and Using Multi-function Devices.</p>	<p>Challenge is to find time for staff to attend.</p>	

Information Technology Center

Measure 2: Keep attendance information – Record the number of attendees for the staff training events

Benchmark: 15 Staff Members in Attendance

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
While providing many 1 on 1 sessions the larger training sessions did not have 15 per session.	Some of the training opportunities were very application specific and there were not 15 staff members available to attend for those sessions. Probably need to reduce the benchmark to a more realistic number.	

Strategy 2: Survey staff for feedback – Survey Staff on the helpfulness of the training sessions.

Measure: Follow up Survey results – Distribute follow up survey to staff. Gather and analyze results.

Benchmark: Staff Training Survey - 80% affirmative response

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
20% of respondents rated the training sessions Helpful and Relevant = 80% of respondents rated the training sessions Very Helpful and Very Relevant	The number of respondents was small so the results might be a bit biased. The ITC discussed the potential of changing the timing and deliver of the survey for a broader response.	

Outcome 2: Provide technology support for faculty, staff and students.

Rationale:

Strategy: Setup support surveys to be issued during the month of October.

Measure 1: Create & activate satisfaction surveys in Service Desk. – Upon completion of a service ticket the satisfaction survey will be automatically sent for the month of October. Results will be gathered and reviewed for insights from the faculty, staff and students.

Information Technology Center

Benchmark: Satisfaction Rate of 77.34%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Using the ServiceDesk application - surveys were sent to users that submitted service requests and were completed during the October 2017- November 2017 time frame. There were 405 tickets closed during this time frame and 16 surveys were completed. For a response rate of 3.95%. The results of those surveys indicated a 14.82 out of 20 or a satisfaction rating of 77.34%.	The number of responses was extremely low. This may not be the most realistic picture of the service satisfaction for the ITC. The surveys were reviewed and communication was identified as one area that the staff could improve on. The ServiceDesk templates and the system generated communications were reviewed and modified to help with clarity in the messages sent to users. The HelpDesk was trained on basic help information related to Selfserve, Blackboard, AD accounts, etc. to help with a "1 call resolution" if possible goal. The HelpDesk team was directed to take a more active role in gathering information from users so that technicians had more information to work with when they picked up a ticket.	

Measure 2: Schedule and conduct follow up conversations by ITC Helpdesk for service requests to ensure the work was performed successfully.

Benchmark: Call Faculty once every 2 months for follow up on service requests.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The HelpDesk Coordinator began the calling program in February. Finding a time to talk to Faculty was challenging.		

Information Technology Center

More messages were left but the attempt was there.		
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Outcome 3: Provide a secure digital environment at NOBTS.
<i>Rationale:</i>

Strategy 1: Conduct a security vulnerability study of the digital campus.

Measure: Using industry standard security assessment tools the Associate VP for IT and the ITC Server Administrator will lead the ITC department to review technical solutions, policies, and procedures. Recommendations will be made to improve the security of our network and resources. Using the HEISC (Higher Education Information Security Council) security risk tool from Educause the ITC Server Administrator conducted an audit of the digital environment. This assessment tool was created to evaluate the maturity higher education information security programs using as a framework the International Organization for Standardization (ISO) 27002:2013 "Information Technology Security Techniques. Code of Practice for Information Security Management."

Benchmark: Score 2.0 on the HEISC security risk tool

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
After conducting an initial evaluation using the HEISC NOBTS scored a 1.89. Throughout the year several areas were identified to work on specifically related to policy creation, access control/user access and application security reviews. Changes were made to the Active Directory	At the end of the year NOBTS scored a 2.5 on the HEISC security risk tool. See attached spreadsheet with results from the assessment.	

Information Technology Center

<p>settings to encourage users to lock their workstations preventing unauthorized access to computers/networks. In May the auditing firm of MWH Group conducted a Risk assessment at NOBTS. The auditors were very impressed by the work we had done related to security, access controls, and separation of duties.</p>		
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Strategy 2: During the cyber security awareness month the ITC will strive to have 40% of users to change their passwords.

Measure: Change Password Campaign – Using the Active Directory monitoring tools, user accounts were reviewed for recent password changes.

Benchmark: 100% of account password reset every 6 months

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>100% of the AD users as of Oct 31, 2016 changed their Administrative Network password. Systems were set up to enforce a stronger password and 6 month password expiration rules</p>		

Information Technology Center

<p>were implemented. GAE accounts went through a forced password reset in February/March of 2016. These accounts will be reset annually.</p>		
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Institutional Advancement

Institutional Advancement Office

Unit Purpose Statement: The Office of Institutional Advancement serves as the fundraising component of the seminary, recruiting and developing donors by providing strategies, emphasis, and opportunities that allow individuals and organizations to invest their resources into the goals and purposes of the institution.

Outcome 1: Providence Fund (Annual Fund)

Rationale: The Providence Fund (annual fund), which is set by Administrative Council, will see constituent increase over last fiscal year by 5%.

Strategy: Appeals – By 8/01/2017 we will track our direct mail, e-mail blasts, phone-a-thon, and Vision Mailing, measuring their effectiveness through rate of return in giving to the Providence Fund. Our target, to increase constituent participation 5%.

Measure 1: Direct Mail Appeal Reporting – Track number of appeals mailed and gifts received as result of the appeal. The IA Team will provide the segmented mailing lists according to the Providence Fund Fiscal Year Data Schedule, enter appeals in the donor database and attach the gifts to the appeal. The Director of Development Services runs monthly reports.

Benchmark: Increased appeal gifts – 5% increase

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
0%	No purposed target for each appeal therefore did not increase gifts by appeal. Quarter 1: Betty Lynn give monthly reports to Jonathan Key, Randy, Prov. Fund, Pattie Dr. Kelley receives top-line report on these reports (Trustees Report) Analysis: to be reviewed by Prov. Fund and V.P., with pending direction August appeal: Negative response from donors, split Sept. gifts (corrected from 2015, mad no appeal in Aug. 2016) Quarter 2: VP left office, Jonathan Key appointed as interim No changes in reports Quarter 3: Jonathan Key made permanent V.P. No changes in reports Analysis: New regime in place, looking at reports for effectiveness, no negative feedback about reports Quarter 4: No changes in reports for 16'-17' Refine strategy	Per Lindauer Consulting Group assessment: move annual fund management to Advancement and PR offices 8-1-2017 enhancing donor receipts to include personal stories Gift "Thank you" Plan revision and implementation.

Institutional Advancement Office

Measure 2: Email Appeal Reporting – Track number of appeals mailed and open rate.

Benchmark: Opened email – 20%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
21.74%	Evan Anderson was to manage this process and give results - Mark Hagelman to source activity reports from Mail Chimp to see effectiveness. Mail Chimp did not send all our appeals last fiscal year. Determining whether or not to continue service	Email reporting from Mail Chimp 21.8%

Measure 3: Phone-a-thon Reporting – Track number of appeals solicited and gifts received as result of the appeal.

Benchmark: Phone-a-thon – 0

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
0	This process is not effective in producing anticipated return on investment. However it has helped build relationships with potential donors.	Lindauer consulting was contacted July 21, 2017 to help diagnose Phone-a-thon effectiveness and provide alternative solutions to revamp or replace our process. Mark Hagelman to review and assess

Measure 4: Vision Mailing Response Reporting – Track number of gifts received as result of the appeal.

Benchmark: Number of appeal responses – 40

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
44	Quarter 1: Betty Lynn give monthly reports to Jonathan Key, Randy, Prov. Fund, Pattie Dr. Kelley receives top line report on these reports (Trustee's Report) Analysis: to be reviewed by Prov. Fund and V.P., with pending direction 15' August appeal: Negative response from donors, split 15' Sept. gifts (corrected from 2015, made no appeal in Aug. 2016) Quarter 2: VP left office, Jonathan Key appointed as interim No	2017 Fall issue will have a Christmas catalog providing strategic donor guidance to funds and Centennial Initiatives Increased follow through on for those that do give based on

Institutional Advancement Office

	changes in reports Quarter 3: Jonathan Key made permanent V.P. No changes in reports Analysis: New regime in place, looking at reports for effectiveness, no negative feedback about reports Quarter 4: No changes in reports No negative feedback Revised Strategy	their Vision response Help move our PR group to three publications by FY 18'-19'
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Outcome 2: Enhance the strategy for Personal Donor Contacts

Rationale: Track personal donor contacts through Raiser's Edge data base increasing accuracy of recorded actions. This will help our don development efforts by keeping them on track through each development phase.

Strategy 1: Examine Current Strategy – Quarterly the IA office leadership will review donor contact strategy effectiveness with the intent to increase our donor response in giving. By developing a larger constituency through a review of Annual, Endowment, Scholarship, and Estate giving fund donation increases we will understand the effectiveness of our strategy.

Measure: Meetings with IA staff – Hold 4 meetings with IA staff to review and develop strategies for follow-up with new and existing donors.

Benchmark: 4 IA Staff donor strategy meetings

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
4	<p>Quarter 1: Quarterly review Donor Dinner: Jonathan Key, Jerry Barlow, Jim Lee, Wanda Gregg Covington Dinner; Hand written notes to donor dinner attendees by Jonathan Key and Jerry Barlow Christmas Catalog in Vision, driving donor giving opportunities (5 Categories) New donor contact by Jim Lee Prov. Fund donor contact (Jonathan Key transition) Jonathan Key appointed interim</p> <p>Quarter 2: No formal meeting Jonathan Key, Wanda Gregg, Nancy Whatley, IA Staff Follow up phone calls t WA attendees from Jan. lunch Move Prov. Fund to IA Office by 8/1/17</p> <p>Quarter 3: Foundation Board decided to keep officers (March) Foundation Board officers will have fall brainstorming meeting (March) WA Valentine card/save the date for Centennial (Fall Kick-off), list from WA Jan. meeting (Feb.) Director of Development acquisition Increase WA attendance at spring and fall fellowship;</p>	<p>We have found that our communication has not been effective enough to complete a cycle of communication with all donors. We are formulating the following: New donor communication cycle Donor Annual Reporting Manage to donor development</p>

Institutional Advancement Office

	location change (Feb.) Quarter 4: Director of Development started Prov. Fund set up and follow through meeting with Evan, Blanca, Joe F., Richard, and Mark Web strategies and fixes for engaging donor for ease of giving Brick strategy Alumni and giving identities Christmas catalog effectiveness Analysis: Jan. WA 1 estate planning request (135 participants)	
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Strategy 2: Donor Dinners – By 8/01/2017 we will plan and execute two donor dinners with a direct appeal to our current and potential donors.

Measure: Dinner execution – Hold 2 off site donor dinners with IA staff, President Kelley and current, new, and prospective donors. This is a new process this year.

Benchmark: Donor engagement – 2

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
3	<p>Quarter 1: Quarterly review Donor Dinner: Jonathan Key, Jerry Barlow, Jim Lee, Wanda Gregg Covington Dinner; Hand written notes to donor dinner attendees by Jonathan Key and Jerry Barlow Christmas Catalog in Vision, driving donor giving opportunities (5 Categories) New donor contact by Jim Lee Prov. Fund donor contact (Jonathan Key transition) Jonathan Key appointed interim</p> <p>Quarter 2: No formal meeting Jonathan Key, Wanda Gregg, Nancy Whatley, IA Staff Follow up phone calls t WA attendees from Jan. lunch Move Prov. Fund to IA Office by 8/1/17</p> <p>Quarter 3: Foundation Board decided to keep officers (March) Foundation Board officers will have fall brainstorming meeting (March) WA Valentine card/save the date for Centennial (Fall Kick-off), list from WA Jan. meeting (Feb.) Director of Development acquisition Increase WA attendance at spring and fall fellowship; location change (Feb.) Quarter 4: Director of Development started Prov. Fund set up and follow through meeting with Evan, Blanca, Joe F., Richard, and Mark Web strategies and fixes for engaging donor for ease of giving Brick strategy Alumni and giving identities Christmas catalog effectiveness</p>	<p>Increasing donor contact in 17-18 based on response Centennial Celebration will afford off-site events at our satellite location engaging new donors</p>

Institutional Advancement Office

Outcome 3: Increase Personal Donor Visits

Rationale: Increase personal visits with prospective and current donors by developing a comprehensive institutional strategy.

Strategy: Reporting Donor Visits – Accurately report donor visit actions by IA personnel through a prescribed procedure developed by Betty Lynn Campbell, Direct of Development Services, to which donor officers and leadership actions will be tracked for clarity when reviewing constituent records. The actions entered will have established titles so we can pull reports reviewing our donor contact activity each quarter.

Measure: Activity Reports – Measures the volume of activity and our effectiveness leading donors through each stage of donor development.

Benchmark: Data entry – Actions: 100%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
85%	Development of procedure was implemented quarter one, with the transition of leadership records were being kept. The new process took a few months to perfect and did see leakage with the demands through the transition. Quarters 2, 3, and 4 much stronger and had 100% adherence to procedure.	

Alumni Relations

Unit Purpose Statement: The mission and purpose are to serve and advance the institution by building partnering relationships between NOBTS and alumni.

Outcome 1: Strengthen connections between alumni and the institution.

Rationale: The Alumni Relations Office keeps alumni up-to-date on the state of their Alma mater. We also share with our current students and faculty of the achievements of alumni.

Strategy 1: Communication with alumni. – We notify alumni of various regional and national events for alumni. This office also sends birthday cards to alumni and sympathy cards to them or their families. Regional chapters organize annual meetings for alumni. We provide annual training for these regional and national alumni officers at our New Orleans campus. We also work with the Public Relations team to communicate with alumni through Vision magazine.

Measure 1: Regional Alumni Chapter Attendance – We measure the effectiveness based on the attendance of regional chapter gatherings. Regional alumni chapters turn in paperwork as to how many attended the chapter meeting. This total is reflected in the President's Annual Report and the annual Alumni Officers Handbook.

Benchmark: Increase in attendance by 5%.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Total 2015 attendance was 400, representing 9 chapters. Total 2016 attendance was 408, representing 10 chapters.	This was a 2% increase. Attendance is affected by location of each chapter's meeting (geography), local economies (church budgets), and promotion by regional officers.	There were two more state chapters formed for the 2016-2017 year.

Measure 2: National Luncheon Attendance – We measure the effectiveness on SBC annual national alumni luncheon attendance.

Benchmark: Attendance is influenced by location of the annual SBC gathering (geography), regional economies (church budgets), anticipated program of the SBC (election of SBC president; possible controversies), and number of alumni in the region of the SBC meeting.

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<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
2016 St. Louis SBC attendance at the NOBTS Annual Alumni Luncheon was 350. 2017 Phoenix SBC attendance at the NOBTS Annual Alumni Luncheon was also 350.	Phoenix is not a strong region with NOBTS alumni. However, the attendance was strong in anticipation of the President's preview of the Centennial Celebration and the honoring of distinguished alumni in women's ministries and as Executive Director of the Hawaii and Pacific Baptist Convention.	Over the next few years the annual SBC will begin to meet again in more traditionally stronger regions of the country (e.g. Dallas, Orlando, Nashville, and Birmingham). We expect an increase in attendance at the annual alumni and friends luncheon.

Measure 3: Alumni Financial Donations and/or Number of Alumni Participating – We measure the effectiveness based on annual alumni financial donations and/or number of alumni contributing.

Benchmark: Alumni contributions and Number of Alumni contributing

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In 2015, 728 alumni gave \$339,671 to our Alma mater. In 2016, 694 alumni gave \$898,002 to our Alma mater.	Although the number of alumni contributing decreased, the total amount and average gift per alum increased significantly.	We anticipate an increase in the total number of alumni contributing and the total amount contributed in response to the Centennial Celebration and capital campaign during 2017-18.

Measure 4: Responses to Birthday & Sympathy Cards – We measure the effectiveness based on responses to birthday cards and sympathy cards.

Benchmark: This is anecdotal based on word of mouth and email responses.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
This depends on the number of alumni, alumni deaths, alumni immediate family deaths, accuracy	This seems to be an important and valued soft-touch contact from their Alma mater, assuring the alum that we remain interested in them and want to keep up with them.	This strategy depends on the accuracy and completeness of data we receive from each alum, as well as notification about the

Alumni Relations

<p>of information and notice of deaths. In 2015, we hand-labeled and mailed 14,084 birthday postcards. In 2016 we hand-labeled and mailed 13,272 birthday postcards and 78 sympathy cards signed by the office staff. We receive monthly responses orally and electronically from alumni around the world regarding their receipt of both a hard copy birthday card (during the month of their birth), electronic birthday card (day of their birth), and sympathy card (upon notification of the loss of an immediate family member).</p>		<p>loss of a family member or alum.</p>
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Strategy 2: Training of Alumni Officers – Provide training to alumni officers concerning effective communication with alumni in their region, planning and promotion of an annual alumni gathering, and accurate up-to-date information on their Alma mater.

Measure: Officer Training – Offer an officer training workshop for all alumni officers.

Benchmark: Attendance and Chapters Represented – At least 80% of regional chapters represented at training workshop

Alumni Relations

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In 2015, 15 offers were trained, representing 9 of 13 regional chapters. In 2016, 23 officers were trained, representing 14 of 14 regional chapters.	This continues to be a strong and anticipated feature of alumni officer service.	

Outcome 2: Centennial Celebration Preparation
Rationale: Begin to prepare alumni to celebrate the centennial of their Alma mater.

Strategy: Preview Centennial Celebration – Invite the President to announce and preview the Centennial Celebration of our Alma mater at the annual alumni chapel service during the Alumni Officers Workshop in January.

Measure 1: Observance of chapel service led by President with alumni officers – The President will lead a pre-service discussion with alumni officers and then lead the seminary community and alumni officers in a chapel presentation concerning the Centennial Celebration. This will be documented in the President's Annual Report for 2017.

Benchmark: This discussion and chapel service will occur on January 26, 2017.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
It did occur on January 26.		

Measure 2: Preview of Centennial Celebration at the National Alumni Luncheon – During the annual National Alumni Luncheon the President will preview the Centennial Celebration with the national alumni officers and attendance by alumni and friends of NOBTS.

Benchmark: This will be a part of the President's oral report to the national alumni and friends luncheon on June 14, 2017, as part of the SBC gathering in Phoenix, AZ.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
This did occur on June 14.		

Church-Minister Relations

Unit Purpose Statement: The CMR Office exists to assist the church or ministry organization and the ministerial candidate to connect through our resume referral system for the purpose of determining God's will. The CMR Office of NOBTS is not a placement center, and does not recommend candidates.

Outcome 1: To increase student awareness of the ministry opportunities which exist within our churches and denominational entities.

Rationale: It is our constant goal for our students and alumni to be fully informed regarding the free services provided through the CMR office.

Strategy: Invite all state conventions to attend Life Beyond Seminary 2016. – In order to increase student awareness of the ministry opportunities which exist within our churches and denominational entities it is imperative to increase attendance at our Life Beyond Seminary event.

Measure: Annual Report – Our office registers attendees and tracks attendance to submit in the President's Annual Report.

Benchmark: Attendance – An increase of 10% in attendance from denominational entities at Life Beyond Seminary.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
There was a decrease of 37.5% in attendance.	Due to budget restrictions across the denomination, many representatives find it impossible to fund the travel expenses for this event.	Two staff positions were filled as a result of this event.

Outcome 2: To increase student awareness of ministry opportunities which exist within driving distance of the main campus.

Rationale: The CMR office will emphasize the importance of ministry experience to our students and seek to inform them of the myriad of ministry opportunities which exist within a driving distance of the seminary.

Strategy: Launch a new event, "Life During Seminary." – Akin to "Life Beyond Seminary," this event will highlight Baptist Associations and churches within 1-1.5 hours from the main campus and their staffing needs.

Church-Minister Relations

Measure: Networking – Our office will track the number of meaningful conversations that took place between students and representatives. The success of this event will be based upon how many relationships are formed between students and the representatives which can potentially lead to effective ministry.

Benchmark: Increase Awareness – A minimum of five representatives in attendance.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Four representatives attended the event.	While the benchmark was not met, we feel that it was a good start to a new event.	Meaningful networking developed between students and representatives present.

Public Relations

Unit Purpose Statement: The purpose of the Office of Public Relations is to communicate the vision and purpose of New Orleans Baptist Theological Seminary to various publics through writing, design, photograph, publishing (print and digital), and marketing.

Outcome 1: Enhance Brand Awareness for NOBTS

Rationale: The Office of Public Relations seeks to increase awareness of the seminary to people outside of the southeast region while at the same time strengthening our name and mission recognition within Alabama, Florida, Georgia, Louisiana, and Mississippi. Enhancing brand awareness involves highlighting specific aspects such as academic excellence and urban context in addition to the practical ministry focus the seminary is known for.

Strategy 1: Expand Marketing Efforts – For so long, NOBTS received much of its branding exposure from the Southern Baptist Convention. Just being owned and operated by the SBC provided enough marketing to meet the needs of the day. With the rise of social media, digital platforms and an increasingly competitive theological training market, the passive approach is not enough. NOBTS will expand its digital marketing efforts through Beacon ads, World magazine and other venues. The goal is to increase brand awareness and locate potential students. Print marketing (national and SBC) also increase with the same goals of awareness and prospects.

Measure: Measure Responses for Digital Marketing – Responses to the marketing efforts will be used to guide future marketing efforts and hone the message. Using the analytics data from the digital platforms as well as tracking codes developed with the Registrar's Office and the Office of Student Enlistment. Each marketing effort with a solid measurable will be assessed periodically during the campaign through A/B testing of different ads. The PR office will utilize analytics data from each digital platform as well as additional measures in the NOBTS enlistment system. Data will receive thorough analysis at the end of each campaign and the data will be loaded in this system. Data along with analysis will be provided to the seminary's Academic Council (President, Provost and Senior Administrators) and the Office of Student Enlistment. The analysis also will appear in the President's Annual Report.

Benchmark: Target Number of Ads/Engagements (Digital and Print) – Run at least 15 national digital campaigns (with at least 750,000 impressions and 900 clicks) and run at least 3 National Print Campaigns.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
We ran 18 national digital	The digital campaigns were very successful, both in the cost per click rate and impression	As 2016-2017 was the first full school year

Public Relations

<p>campaigns resulting in 896,154 impression and 987 clicks). We also had 3 National print ad campaigns.</p>	<p>per click rate. The collaboration with the Enlistment and the Office of the Provost proved fruitful in developing action steps, however, more work is needed on strong "call to action" landing pages for the digital ads.</p>	<p>under a comprehensive marketing plan, it will serve as a standard for future efforts. This baseline data set will help the office develop, implement, and assess well- informed marketing strategies.</p>
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Strategy 2: Enhance Campus-wide Branding – Brand awareness on campus is as important as brand awareness for students, faculty, staff, potential students, potential donor alumni, and the general public. To have a healthy, exciting brand expression in place, PR will seek ways to enhance visible branding on campus through signs, banners, video screens, and event posters/handouts.

Measure 1: Create Campus Event Branding Strategy and Campus Signage Strategy – The campus event branding strategy for small (divisional) campus events and campus signage strategy are both designed to create brand identification and awareness among students, faculty, staff, potential students, potential donors, alumni, and the general public.

Benchmark: Completion and implementation of Event Branding Strategy

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The strategy was completed and implemented on 8 small campus events and will continue during the next school year.</p>	<p>With the new Campus Event Branding Strategy, event promotions are completed in a timely manner while promoting the seminary's brand and Look. The strategy is used for divisional and student group events and helps to reinforce the main seminary brand.</p>	<p>The improvement offers two benefits: 1) the streamlined, uniform look saves time in production and implementation; and 2) the brand reinforcement appears very often over the course of the year as divisions and campus groups host events. This strategy represents an improvement over the previous event-by-event design strategy which put emphasis on branding individual events rather than reinforcing the seminary brand.</p>

Public Relations

Benchmark: Completion and Presentation of a Campus Signage/Branding Strategy

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The Strategy is complete and has been presented to the facilities team and 10 signs were installed in the Hardin Student Center	New signage was installed in the Hardin Student Center, temporary directional signage has been implemented campus events, and a campus signage overhaul plan has been created presented to the facilities department and the campus decorator.	Immediate improvement was gained through the addition of 10 branded banners in the Hardin Student Center and the use of high-quality, professionally printed temporary signs for events. The HSC banners and the temporary signs carry strong NOBTS branding and are used in highly-visible areas. The temporary signs help to guide visitors through the campus while the banners reinforce the seminary's core values and branding.

Outcome 2: Building Brand Trust

Rationale: Brand awareness is not enough to successfully draw and retrain students and to grow a base of engaged alumni. Brand trust is essential to make students and alumni ambassadors for the school. Building brand trust requires more time and interaction than building brand awareness.

Strategy: Fostering Social Media Interaction – The PR office will keep the seminary brand and core values of the seminary in front of students, potential students, alumni, and the general public through videos, posts, and interaction on social which make the seminary a trusted resource.

Measure: Social Media Analytics – PR will measure the success of individual posts (including promoted posts) to gauge trust-building activities on social media using analytics data such as "likes," "shares," "retweets," and "views." The data will be used to develop refined strategies to better connect with the target audience. Audience (following) growth also will be considered. PR will monitor social media on a daily basis to understand "what works" and "what does not work." The collection and analysis of impression and engagement data will be shared with the seminary's

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Academic Council (President, Provost and Senior Administrators) and the Office of Student Enlistment. The data and analysis also will appear in the President’s Annual Report.

Benchmark: Targets Number of Impressions and Engagements – 120,000 Facebook impressions per month; 40,000 Facebook engagements for the year, and 30,000 Twitter impressions per month

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Averaged 157,393 FB impressions per month, had 51,460 FB engagements during the year, and 33,425 Twitter impressions per month.	The impression rate is the easiest indicator to drive. The more posts, the more possibility of impressions. However, the engagement rate depends heavily on the quality of the posts. The NOBTS engagement rate on Facebook is nearly 5 times the national average for comparable schools. This illustrates a growing trust in our social media community among students and alumni.	The 2016-2017 social media data will be used as a baseline standard to help determine future goals in order to create greater social media engagement and brand trust.