

Quality Improvement Report

**NOBTS Unit Assessment
2017-2018**



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 ten engagement opportunities with the student body – It is vital to maintain a positive relationship with the broader student body through consistent interactions with students in formal and informal settings.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
11 engagements	Dr. Kelley specifically engaged with a cross section of the NOBTS student body. These engagements occurred in a variety of settings that allowed Dr. Kelley to hear from students on the New Orleans campus and four extension centers.	+1

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.

President's Office

Strategy 1: Assessment of the Process – As the program is launched and the implementation of the award process begins it will be necessary to continue to assess the program.

Measure: The Assistant to the President will continue to work with the Research Doctoral Office, the Provost, the Dean of Students, and the Financial Aid Office to implement the program.

Benchmark: The implementation and launch will be reviewed by the Assistant to the President and the appropriate offices.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
A meeting of the various offices was held to review the program implementation.	The program began during the Spring 2018 semester with the naming of 5 PhD fellows. The meeting of implementing offices was held to review the program start. The offices were satisfied with the program implementation.	The regular implementation of the program has been moved from the President's Office to the various offices engaged with the program. The President's Office will only be involved as necessary for program continuation.

Strategy 2: Advertisement of the Program – As part of the continued development of the NOBTS PhD Fellowship Program, effectively advertising the availability of the Fellowships and the Application process will be important to the success of the program.

Measure: Development of Advertisements – As various faculty and staff attend recruiting events PhD Fellowship advertisements will be included in the recruiting materials. Additionally, when the program is officially launched blogs or new articles in appropriate denominational papers will be submitted for publication. Finally, social media postings of fellowship information will be made in order to better advertise.

Benchmark: Informational material for recruiting events, social media postings, and news articles will be a part of the advertising strategy for the program. There is no advertising strategy because the program is in the implementation phase.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Recruiting efforts have already begun based on the Fellowship program	At the Annual Meeting of the Evangelical Theological Society, information related to the Fellowship program was highlighted at the NOBTS booth in the exhibit hall. Additionally, articles in the NOBTS Vision and fundraising pamphlets have included information about the fellowship program.	Because the program is new, this is the first year for advertising.

President's Office

Strategy 3: Enhancement of the NOBTS PhD Fellowship Program – As the program is implemented and the first awards are made, it will be appropriate to further develop and enhance the program for the Fellows.

Measure: The Assistant to the President will continue to work with the Research Doctoral Office, the Provost, and the President to develop enhancements and opportunities for Fellows.

Benchmark: The appropriate offices will meet to discuss the unique opportunities to be offered to the Fellows.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The President's office will offer various incentives to the fellows to participate in activities around the institution.	When opportunities are available, the various fellows will be invited to Chapel Lunches honoring various chapel speakers. They will also be given opportunities when they arise within their field of study to interact with scholars visiting the campus for various events.	

Provost's Office

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

Outcome 1: Increase the Efficiency of the Seminary's Academic Programs.

Rationale: Like most schools, NOBTS is consistently trying to do more with less financial resources. In light of this, we must work to become as efficient as possible in every aspect of the seminary. In recent years, an enrollment management task force worked to increase efficiency in scheduling regarding online and New Orleans campus courses. This work has proven effective. We must continue to look for other areas where we can utilize our resources well. Two areas of focus relate closely to one another. We would like to decrease the amount of contracts paid each year, and we would like to increase the ability of our main campus faculty to interact with students at the extension.

Strategy: Increase the use of CIV classes from the New Orleans Campus with full-time faculty teaching graduate and undergraduate classes by at least twenty percent. Twenty percent would involve significant commitment since we will ask the faculty to travel to some of the sites to which they teach, but it should be enough to make a contribution to reducing the budget.

Measure: The Provost will work with the Senior Regional Associate Dean for the Extension Centers to facilitate a greater use of CIV in the coming year's schedule for the graduate and undergraduate programs. The Senior Regional Associate Dean will compile a list of undergraduate and graduate courses being taught by New Orleans Campus Faculty to extension centers in 2017-18. This file will be compared with a comparable list reflecting the 2018-19 schedule when it is completed.

Benchmark: In the 2017-18 fall and spring semesters, NOBTS had 25 classes which were taught via CIV to 16 extension sites (see attached file). A total of 16 full-time faculty were teaching classes via CIV to an extension center. Many of the classes are going to the same centers. In addition, we taught 16 classes with 18 full-time faculty by NOLA2U format which use the same technology. That's a total of 41 classes using CIV equipment with 34 full-time faculty. We would like to see these numbers increase by at least twenty percent.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
2018-19 62 total classes 59 FT faculty	Overall, the results exceeded what we hoped. The shape of the improvement is a little different than expected. We are actually using traditional CIV a little less this year, but we have significantly increased the use of NOLA2U type classes. These synchronous internet classes combined with a	51% increase in classes 73.5% increase in FT faculty

Provost's Office

	<p>traditional campus course have become an important part of our delivery methods. These classes enable more of our student to be exposed to our main campus faculty. Since we combine the NOLA2U class with an already existing New Orleans class, this is an efficient process.</p>	
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Outcome 2: 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. We have been working for a few years to upgrade the online courses with videos. In response to student feedback in course evaluations (see attachments), we began a pilot project in the spring of 2017 to measure the faculty interaction between our faculty teaching online classes. There was some improvement in the course evaluations, so we wanted to continue to monitor faculty interaction and feedback.

Strategy 1: Increase the amount of courses with videos as a portion of the class. 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: The Associate Dean for Online Learning will provide a report tracking online courses with video content. This report will be checked by both Deans to insure accuracy.

Benchmark: This has been a recurring strategy for NOBTS for the last few years. We have made progress and increased the total classes with video by 31% last year. In the past, we have tried to increase the total number of courses with video but not necessarily focused on the ones currently being offered. This year, we would like to make sure that 85% or more of our currently offered classes have video. For the graduate program, this number was 67% last year. For the undergraduate program, this number was 51% last year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
76 of 95 have video for a total of 80%	We made some significant improvement overall raising the percentage by 13%, but we did not quite meet the goal. Some of the classes which do not have video are scheduled for revision in the current year, so we might be able to achieve this in the coming year.	+13% but 5% short of the goal.

Strategy 2: Increase the accountability for faculty interaction in online courses. The Provost will work with the Associate Dean for Online Learning, the Graduate Dean, and the Leavell College Dean to monitor faculty interaction in online courses and feedback within the Blackboard shells.

Provost's Office

Measure: The Associate Dean for Online Learning will provide a report detailing the number of faculty who have not maintained a minimum of two interactions per week in their online course as well as those who have not posted grades in the grade center of Blackboard. This report will be used by both Deans to have conversations with faculty to determine if there is an issue or a reasonable explanation for the details of the report.

Benchmark: Because of student comments in the course evaluations in the previous year, we began a pilot program last spring to increase the accountability for faculty teaching online courses. During that semester, we had eight undergraduate classes that raised a concern. Only two of those were actually issues that warranted a conversation or further action. The graduate side had twenty-six courses which raised some concern either in faculty interaction or grading feedback (see attachment). Many of those were “false positives” as well. With greater communication and a pilot semester already done, I think we can see some significant improvement in this area. We are aiming for a twenty percent improvement compared to the spring. Thus, rather than thirty-four classes marked for further investigation, our goal is twenty-seven or less per semester flagged for further work.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
52 flags in fall 33 flags in spring	<p>While the results were not what we had aimed for, the number of actual issues was actually reduced. The graduate side had a total of 45 issues raised for fall and spring, but after investigation, there were only 4 actual classes without enough interaction from faculty. These were all discussed with the faculty member and division chair by the Dean.</p> <p>In a similar way, the undergraduate program had 40 classes flagged, but only 19 of those were actual issues. Each problem situation was addressed with the faculty member by the dean, and in three cases, we have decided not to use the adjunct faculty member again since the results did not improve sufficiently.</p>	<p>We did not see a reduction in potential problem situations raised, but we did have several fruitful conversations about regular faculty involvement in teaching online classes. The number of actual issues was fairly low considering the total number of classes offered, but we can still improve in this area.</p>

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.

Strategy 1: In Fall 2017 meet with all program supervisors of degrees that will be assessed in May 2018 to review the degree assessment process.

Measure: IE staff provide consultations with degree program supervisors.

Benchmark: Have meetings with 100% of the appropriate program supervisors.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met 100% Benchmark	The juries ran more smoothly after these meetings.	Met 100% of the Benchmark.

Strategy 2: Upgrade the existing program grids.

Measure: Improve or complete degree program grids.

Benchmark: Improve 50% (6 out of 12) of the degree program assessment grids.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met the 50% Benchmark	Every jury that met used the new and improved format for their degree program grid.	

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.

Office of Institutional Effectiveness

Strategy 1: Meet with unit managers to improve the Quality Improvement Report (QIR).

Measure 1: Meetings with all unit managers including a presentation for the Academic Council and several Open House sessions open to everyone.

Benchmark: Meet with 100% of the unit managers.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met 100% Benchmark	Meeting or consulting with all unit managers helped improve the quality of the report. In addition, we added to the 2018-2019 QIR two new fields: Alignment and Budget Implications.	Met 100% of the Benchmark

Measure 2: Survey all unit managers concerning the helpfulness of the meetings.

Benchmark: 75% of all units found assistance through the meetings helpful.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met 75% Benchmark	Appreciation was demonstrated by both personal comments of appreciation and in the improvement of their reports.	Met 100% of the Benchmark

Strategy 2: Make the Quality Improvement Report (QIR) simpler and more sustainable.

Measure 1: Change from Weave to Word format and remove unnecessary fields.

Benchmark: Transition 100% of the units to the Word format.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met 100% Benchmark	Made the report easier to submit and was more easily published.	Met 100% of Benchmark

Measure 2: Survey the Assessment Oversight Committee (AOC) concerning if these changes made the QIR simpler and more sustainable.

Benchmark: 80% of the AOC members approved of the new QIR format.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100%	AOC members were delighted with the change	Met and exceeded the Benchmark by 20%

Strategy 3: Increased faculty participation in assessment through the AOC.

Measure 1: The number of liaison rotated onto the committee.

Benchmark: Rotate up to two liaisons onto the AOC.

Office of Institutional Effectiveness

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met Benchmark	Began the process of rotation.	Met Benchmark and added one representative from the Business Office and Dean of Students to provide information flow to those areas.

Measure 2: Provide assessment training opportunities for AOC members.

Benchmark: Have at least eight AOC members attend various training opportunities.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met Benchmark: 3 attended the SACSCOC Summer Institute, 6 attended the SACSCOC Annual Meeting, 5 attended the ATS Biennial Meeting, and 4 attended the SACSCOC Presentation on Revised Principles	Had an unusual number of training opportunities this year. NOBTS pays for travel for each of these meetings.	Met Benchmark and exceed it by 10 or 125%

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: Each professor has a base teaching load set in consultation with the President and Provost. Faculty are not to exceed this base teaching load by more than 9 hours of “made” classes. To achieve this objective, the Office of the Dean of Graduate Studies will monitor Faculty Teaching Load.

Measure: At the beginning of the academic year, each professor, in consultation with the Division Chair, summarizes a yearly instructional plan detailing the courses to be taught. This plan is presented to the Office of the Dean of Graduate Studies in September. These plans are used as reference throughout the year as various adjustments are made.

Benchmark: No more than 4% of the faculty will exceed max load.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The benchmark was not met. Instead 15.8% (9 out of 57 faculty) exceeded base teaching load.</p>	<p>Several extenuating circumstances occurred during the academic year that required faculty to add additional teaching hours. 1) A faculty member died, necessitating additional teaching load on divisional faculty. 2) A faculty member departed mid-year, requiring the division to take over the teaching load. 3) CACREP rules for supervision dictated a change after scheduling was complete. 4) One professor’s load was to increase in the next academic year, and the provost approved the increase to apply to the 2017-18 academic year. If the faculty affected by these circumstances were excluded from the calculation, 7.02% of faculty would have exceeded base teaching load. This is still over the benchmark, but the situation is not as askew as first indicated.</p>	<p>The Dean of Graduate Studies will continue to monitor the workload of faculty and adjust scheduled classes accordingly. Since the percentage of faculty exceeding base teaching load was 7% (taking out unusual circumstances), the benchmark for 2018-19 will be 6%.</p>

Graduate Dean

Outcome 2: Graduate Program Course Management

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

Strategy 1: NOBTS seeks to schedule courses in the regular classroom and internet formats to service student needs as well as utilize faculty and seminary resources effectively. To achieve this objective, the Office of the Dean of Graduate Studies will monitor Graduate Program course cycles for regular classroom and internet courses.

Measure: The record for the past 2 years of the number of Small Classes and cancelled courses in both Internet and classroom formats will be reviewed to determine which courses are most likely to be Small Classes or cancelled courses. The course cycles will be adjusted to match more precisely student need and course offerings. Fewer Small Classes and cancelled classes should result.

Benchmark: 5% reduction in the number of cancelled courses and Small Classes in both classroom and internet formats.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The benchmark of 5% reduction in the number of cancelled and small classes was met. The total number of cancelled and small classes in the classroom and internet formats was reduced by 34 (27.2%).	From academic year 2016-17 to academic year 2017-18, the following reductions in cancelled and small classes were noted. Classroom cancelled classes reduced by 13 (52% reduction). Internet cancelled classes reduced by 4 (57.1% reduction). Small classroom classes reduced by 9 (12.86% reduction). Internet small classes decreased by 8 (34.8% reduction.) The Enrollment Management Task Force sought to manage more efficiently the offerings of classes in classroom and internet formats. The work of that committee seems to be very effective.	The Dean of Graduate Studies will continue to monitor the offerings of classes in classroom and internet formats. The benchmark of 5% reduction in cancelled classes was met. However, a few more years of data is needed before an accurate benchmark can be set, the benchmark will remain at 5% reduction in cancelled and small classes.

Strategy 2: NOBTS seeks to schedule courses in workshop and special event venues to service student needs as well as utilize faculty and seminary resources effectively. To achieve this objective, the Office of the Dean of Graduate Studies will monitor Graduate Program course offerings in workshop and special event venues.

Measure: The record of the past 5 years of course offerings and enrollments in workshop and special event venues will be reviewed to seek more effective scheduling of those courses. Effective matching of student needs with course offerings should be reflected through increased enrollment in these classes.

Benchmark: Increase enrollment in workshop and special event venues by 3%.

Graduate Dean

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The benchmark regarding “enrollment” was stated incorrectly. The intended focus was to reduce the number of small and cancelled in workshop and special event venues. As stated, the benchmark serves no purpose for the evaluation desired.	Prior to academic year 2015-16, classes were “made” at 8 students instead of the current standard of classes being “made” at 10 students. If the current standard were applied, the number of small and cancelled classes for workshops and special event venues in years 2013-14 and 2014-15 would be higher. Comparing the years of cancelled and small classes in those formats reveals no pattern of improvement or non-improvement in the numbers. The overall numbers of cancelled and small classes for past years (a total of 46 in 2017-18) reveal a large number that did not “make.” A developed strategy to deal with this issue seems in order.	The future benchmark for this category should be stated in terms of reducing the number of small and cancelled workshop and special event venues. A 5% reduction in the number seems appropriate as a starting point. Further improvement should be addressed by a task force to develop strategies to govern the offering of classes in these formats. The past practice involved no specific strategy or guidelines.

Strategy 3: NOBTS seeks to schedule courses in the NOLA2U sync format to service student needs as well as utilize faculty and seminary resources effectively. To achieve this objective, the Office of the Dean of Graduate Studies will monitor Graduate Program course offerings and enrollments in the NOLA2U sync format.

Measure: The record of past course offerings and enrollments in the NOLA2U format will be reviewed to seek more effective scheduling. Effective matching of student needs with course offerings should be reflected through increased enrollment in these classes.

Benchmark: Increase enrollment in NOLA2U sync format courses by 3%.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The benchmark of increasing enrollment in NOLA2U courses was met. There was a 44.2% increase in enrollment in 2017-18 from 2016-17.	The number of NOLA2U courses increased from 5 courses in 2016-17 (total enrollment of NOLA2U was 29 students) to 16 courses in 2017-18 (total enrollment of NOLA2U was 52 students). The increase in course offerings alone explains the increase in enrollment.	Gathering similar data over the next few years will offer a better sample of data to determine how NOLA2U courses should be scheduled in order to match student needs.

Graduate Dean

Outcome 3: MDiv Student Enrollment and Credit Hours

Rationale: The Office of the Dean of Graduate Studies seeks to address the decline of student enrollment and credit hours in the MDiv Program.

Strategy: The MDiv is the single-most important degree in the Graduate Program at NOBTS, both in terms of student enrollment and credit hours taken. In recent years, student enrollment and credit hours have been decreasing in the MDiv program. In the effort to affect positively the enrollment and credit hour numbers for the MDiv program, the Office of Graduate Studies will seek a higher visibility for the MDiv program.

Measure: Student surveys administered through various NOBTS offices will be assessed to determine student perception of the MDiv program's strengths/weaknesses. Based on this study, the Office of the Dean of Graduate Studies will promote the value of the MDiv through internal promotions and initiatives. These efforts should affect positively both enrollment and credit hour numbers for the MDiv program.

Benchmark: 5% increase in both student enrollment and credit hours for the MDiv program over the previous academic year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Benchmark not met. The number of MDiv students dropped from previous year by 12.2% and credit hours dropped by 8.6%.	With the popularity of shorter degrees, the MDiv degree among ATS institutions has steadily decreased over the past few years. This trend is reflected in NOBTS numbers. For the academic year 2017-18, the enrollment of MDiv students at NOBTS dropped from the previous year by 122 students to 878 (12.2% decrease), representing a drop in MDiv credit hours by 1080 to 11,476 (8.6% decrease). NOBTS has instituted several initiatives to seek to slow the trend toward shorter degrees. (1) Instituted a tuition cap to allow more hours to be taken without additional financial cost to students. This should increase the credit hours taken per student. (2) Proposed to trustees an Accelerated MDiv that prioritizes the MDiv by allowing for the completion of the MDiv in a shorter time frame. The shorter degrees are not eligible for the accelerated option. (3) The orientation of new students by the Dean of Students office promoted the benefits of the MDiv degree. Student enlistment hosted 113 events where the MDiv degree was promoted.	The benchmark set for 2017-18 was unrealistic, especially considering the national trend among ATS institutions. The Graduate Dean of NOBTS continues to monitor the MDiv degree, seeking ways to slow the downward trend of numbers. The implementation of the tuition cap and the anticipated approval by the trustees of the Accelerated MDiv option hopefully will improve the numbers for the MDiv. Because the trend for the MDiv is downward, a benchmark of 5% reduction in the downward trend of numbers seems appropriate.

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 need to be actively involved in presentations and publications in scholarly settings to develop their academic skills within the context of the scholar community of Biblical Studies.

Strategy 1: We will continue to encourage our PhD Biblical Studies students in seminar settings and other scholarly contexts to make paper proposals and presentations during the 2017-18 academic year. These will include the contexts of the annual and regional meetings of ETS, SBL, and ASOR.

Measure: Lists of presentations by students will be compiled from annual and regional meeting programs.

Benchmark: Since we have a large number of new students (8), and a total of 45, we will maintain our benchmarks at 20% of students making proposals, and 50% of those proposals being accepted.

Strategy 2: PhD and upper level Masters students will be encouraged and recommended to journal publication editors for submitting articles and book reviews for publication.

Measure: A list will be compiled from publication venues of Articles and Book Reviews published in print and online journals.

Benchmark: New Strategy, with new benchmarks. Goal/benchmark 2 published articles and 10 published book reviews.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Proposals & Presentations made by: <ul style="list-style-type: none"> • David Justice • Andrea Robinson • Ben Browning • Anthony Daw • Michael Gill • Casey Hough 	The presentations by PhD students in Biblical Studies exceeded the 20% goal for proposals submitted (24.4%). Of the 45 students enrolled in the 3 Biblical Studies Majors, for the 17-18 academic year, 10 proposals were accepted for the presentation of the 11 that were submitted (90.9%).	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 2018-19 academic year. Since we have a small

Division of Biblical Studies

<ul style="list-style-type: none"> • Karla Ra • Allyson Nance (2x), national; international • Jackie Taylor 		<p>number of new students (2+Spring applicants), with a total of 45, we will maintain our benchmarks, but with the realization that a smaller incoming population may cause us to revise our benchmark at the next assessment.</p>
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Outcome 2: Biblical Studies Community

Rationale: Encourage community among Biblical Studies students and faculty – this Outcome is a carry-over from 2016-17 that was not implemented, but the plan is to start this society in 2017-18.

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

Results	Reflection on Results	Improvement
<ol style="list-style-type: none"> 1. There were no division organized events to accomplish this outcome during the 17-18 year. 2. In the NT department, the Textual 	<ol style="list-style-type: none"> 1. The Biblical Studies Division has decided to drop this assessment objective since we have not achieved our objective as stated. 2. The division has successfully stimulated faculty-student fellowship at both the Masters and PhD level. 3. Consequently, the division has voted to continue striving for growth in this area, even though it will no longer be tracked for Institutional Effectiveness. 	<p>In light of the plan to shift to a different objective, no further comments on improvement are deemed applicable.</p>

Division of Biblical Studies

<p>Criticism center met with 20 students (Masters and PhD) bi-weekly in order to lead them in manuscript evaluation and growth in the field of NT studies.</p> <p>3. Both OT and NT professors met weekly or monthly with Masters and PhD students for mentoring. Dr. England mentored 3 students weekly; Dr. Stevens, 4-5 students monthly.</p> <p>4. Fall 2017, Dr. Cory Barnes assisted by Dr. Dennis Cole met weekly for fellowship and reading the Hebrew Text.</p>		
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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 Student Engagement at Local, State, and National Levels

Rationale: Promote student involvement in local, state, and national counseling and social work conferences and activities. Such engagement meets professional standards in counseling and social work organizations and accreditation agencies.

Strategy: Inform, promote, and facilitate student engagement in local, state, and national conferences and activities.

Measure: (1) Number of opportunities promoted at local, state, and national levels. (2) Number of students participating at each level.

Benchmark: (1) Promotion of conferences and activities: a minimum of one conference or activity at each level (local, state, and national) will be promoted. (2) Student involvement: a minimum of ten student will attend conferences or activities across the three levels.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The CCM Division promoted student involvement in local, state, and national counseling and social work conferences and activities: Local—Number of opportunities = 2 Number of students = 40 State—Number of opportunities = 3 Number of students = 1 National—Number of opportunities = 1 Number of students = 20	Met benchmark Local: Senior Fest (April, 2018), Social Work Luncheon Celebration, NOBTS Counseling Conference (November, 2018) State: LCA Annual Conference, OBU Conference (February, 2018), LAMFT Conference (February, 2018), Southeastern Conference for Family Relations, National: AACC World Conference (September, 2017)	Met and exceeded benchmark. But need to promote and encourage more state-level involvement.

Church & Community Ministries Division

Outcome 2: Social service ministries

Rationale: Promote engagement of students in their respective programs (Social Work and Counseling) in the practice of individual, family and 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, Tevera (Clinical Training Manager). Record of hours as recorded in electronic tracking system.

Benchmark: The student average in clinical practice will log 225 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 313	During the 2017-2018 academic year, students in the counseling department served above and beyond the requirements, providing 7270 hours of pro-bono counseling	Students exceeded the number of benchmark hours (220) by an average of 93 hours per student, compared to last year average of 231 hours of pro bono service.

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 3.6 on 5-point Likert scale–Client perception of satisfaction is crucial to student growth and competence as a counselor.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Average of 4.5 on a 5-point Likert scale	Clients expressed above average satisfaction with service received from student counselors.	Students achieved an average of 4.5, exceeding the 3.6 benchmark, and last year's average of 4.2

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

Church & Community Ministries Division

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 21 hours of community service in the Church Community Ministries course and 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>
Social work students provided a total of 507.58 hours in pro bono community work with an average of 72.5 hour per student.	Seven students provided 507.58 hours of community service work at The Isaiah Institute, First Baptist Pontchatoula, Gentilly Baptist Homeless Ministry, Baptist Friendship House, Valley Rescue Mission, Heart of Hospice, The Net Charter School, Together Baton Rouge, and the Louisiana Baptist Children’s Home for an average of 72.5 hours.	Students exceeded the number of benchmark hours.

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 17 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: Identify 4 potential DMA students who have completed an MA or MDiv in worship and qualify as MA/MDiv bridge candidates.

Measure: Identify 4 potential DMA students who have completed an MA or MDiv in worship and qualify as MA/MDiv bridge candidates.

Benchmark: The benchmark for this strategy is four potential candidates for the DMA who are graduates of an MA/MDiv in worship and who qualify as MA/MDiv bridge candidates. These candidates will be recorded in the Google Drive Recruitment measuring tool FA17/SP18.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
There was one candidate in this category. The student graduated in the FA of 2018 and was encouraged to consider the DMA.	Because emergency priorities related to the survival of the Church Music Division, contacting MA/MDiv Worship Candidates was not a priority	There was no improvement.

Church Music Division

Strategy 2: Identify 6 potential DMA students who are not classified as MA/Mdiv bridge candidates.

Measure: In order for a potential student be listed as a potential candidates he or she must indicate by personal contact, phone, or email interest in the program.

Benchmark: The benchmark for this strategy is 6 potential candidates for the DMA who are not classified as MA/MDiv bridge candidates. These candidates will be recorded in the Google Drive Recruitment measuring tool FA17/SP18.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
5 contacts documented	Most DMA candidates are in this category. Some interest from conferences was not tracked or recorded. However, a high percentage of contacts entered the program. This could mean that each candidate has a high potential of entering the program. Although there is an interest in a range of categories, applied areas appear to be growing faster.	No improvement was documented on this strategy.

Strategy 3: Identify 5 potential MMCM candidates.

Measure: A person will be considered a potential candidate if they fill-out the online scholarship application.

Benchmark: The benchmark is 5 scholarship applications filled-out by potential MMCM students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
10 contacts documented	When contacts were tallied the target was easily exceeded. However, because names were not reviewed throughout the year, potential follow-up did not occur.	Improvement was demonstrated on this item.

Strategy 4: Identify 7 potential BAM candidates.

Measure: A person will be considered a potential candidate if they fill out the online scholarship application.

Benchmark: The benchmark is 7 scholarship applications filled-out by potential MMCM students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
12 contacts documented	The contacts came primarily in two categories, local students who have heard about the undergraduate program and students who responded to a mission trip to Miami. A healthy percentage of prospects did enroll in the fall of 2018.	Improvement was demonstrated.

Church Music Division

Strategy 5: Identify 10 potential MA Worship or MDiv Worship candidates.

Measure: A person will be considered a candidate if they express interest in the program by email or by phone.

Benchmark: The benchmark is 10 candidates for the MA worship or Mdiv worship degree that will be recorded through the NOBTS Google Drive Recruitment measuring tool FA17/SP18.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
There was no detailed documentation of contacts in this category.	Because emergency priorities related to the survival of the Church Music Division, contacting MA/MDiv Worship Candidates was not a priority. However, the Master of Arts in worship is healthier than the MMCM. This consistent growth appears to be mainly occurring through word of mouth. A more intentional effort, particularly in the area of follow-up could allow this program to 30 within the next 3 to 5 years.	There was no improvement.

Outcome 2: To increase the evangelistic impact of the Church Music Division

Rationale: The 2017-19 academic period includes the Seminary Centennial celebration. As part of that celebration the school has challenged current and former faculty, students, and staff to share the Gospel 100,000 times. This initiative has prompted the Church Music Division to carefully reflect on its purpose in relationship to the NOBTS Mission statement. While the Church Music Division primarily serves the unique role of developing worship leaders, the division recognizes that this specific task should be connected to the larger vision of the Great Commission.

Strategy 1: Create an accounting mechanism for recording evangelistic conversations in the Church Music Division and connect this system with the school's recording system.

Measure: The creation of an accounting system (quantitative)

Benchmark: The Church Music Division will score 1 or 0 based on whether the recording system is created.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Recording system was developed	A recording system was developed and shared with students but follow-up for the mechanism did not occur at a level engaging students enough to participate. However, students may	The Benchmark was met.

Church Music Division

	have participated in the project through the app provided by the school.	
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Strategy 2: Emphasize Gospel Conversations during class and other group music and worship meetings.

Measure: Document at least 15 points of emphasis.

Benchmark: The benchmark is 15 points of emphasis related to Gospel Conversations through 2017-2018 academic year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Gospel Conversations were emphasized throughout the year, easily exceeding 15 instances.	Although the benchmark was easily met, more careful documentation of such conversations would have been helpful (i.e., there was no careful documentation of such conversations although the target was easily met). One very positive result of this effort was the presentation of an evangelistic musical in a difficult to reach part of New Orleans, the Bywater. The process of preparing the musical allowed for numerous points of emphasis related to Gospel conversations, including several Gospel oriented prayer meetings between a faculty member and church plant pastors who partnered in the event.	The Benchmark was easily exceeded.

Strategy 3: Host a celebration of Gospel conversation through an outreach event.

Measure: Document a celebration gathering at which Gospel conversations are shared.

Benchmark: The benchmark is one celebration event.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
A Gospel Conversation Outreach event did occur.	The presentation of an evangelistic musical in a difficult to reach part of New Orleans, the Bywater, occurred in the spring of 2018. The process of preparing the musical allowed for numerous points of emphasis related to Gospel conversations, including several Gospel oriented prayer meetings between a faculty member and church plant pastors who partnered in the event. Some of the students who participating in the event also shared the Gospel while at the event.	The benchmark was achieved.

Discipleship & Ministry Leadership Division

Unit Purpose Statement: The purpose of the Division of Discipleship and Ministry Leadership 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 Discipleship and Ministry Leadership Mentoring Program is 109. The Division faculty will endeavor to increase the enrollment of Discipleship and Ministry Leadership students in Mentoring Program by 10%.

Strategy 1: Enlist Students – Continue student enlistment efforts, especially targeting distant students, for enrollment in mentoring program courses.

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 Discipleship and Ministry Leadership Division Chair the total number of students enrolled in the Discipleship and Ministry Leadership 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 – from a starting enrollment of 109 to an increased enrollment of 120. The Registrar's office will report to the Discipleship and Ministry Leadership Division Chair the total number of students enrolled in the Discipleship and Ministry Leadership Mentoring Program.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
94 Students enrolled for the year	The total student enrollment failed to meet the 10% increase goal.	<ul style="list-style-type: none"> - 16 total enrolled students - 14% decrease in total enrollment

Strategy 2: Academic Advising – Faculty will intentionally offer academic advising for students, especially distant students, in course selection and degree planning to include Discipleship and Ministry Leadership Mentoring courses.

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

Discipleship & Ministry Leadership Division

Benchmark: A 10% Increase in Total Enrollment in the Mentoring Program – Starting enrollment was 109. An increase to 120 is anticipated. The Registrar's office will report to the Discipleship and Ministry Leadership Division Chair the total number of students enrolled in the Discipleship and Ministry Leadership Mentoring Program.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
94 Students enrolled for the year	The total student enrollment failed to meet the 10% increase goal. While students were advised about mentoring options, distance students still seem unaware of the possibilities. Limited course options appear to be a ceiling.	- 16 total enrolled students - 14% decrease in total enrollment

Outcome 2: Mentoring Participation

Rationale: The current number of hours taken by students in the Discipleship and Ministry Leadership Division mentoring courses in 2016-17 is 256. The Division faculty will seek to increase the cumulative hours taken in Discipleship and Ministry Leadership Mentoring courses by 10%.

Strategy 1: Academic Advising – Faculty will intentionally offer academic advising for students, especially distant students, in course selection and degree planning to include Discipleship and Ministry Leadership Mentoring courses.

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

Benchmark: To increase total number of Discipleship and Ministry Leadership mentoring hours by 10%, from 256 to 282. The Registrar's office will report to the Discipleship and Ministry Leadership Division Chair the cumulative number of hours taken in the Discipleship and Ministry Leadership Mentoring courses.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
212 total mentoring hours	The total mentoring hours actually decreased. No new mentoring classes were added primarily due to the expansion of NOLA2U classes and reprioritization of workshop courses which compete for the “non-classroom” students.	- 44 total credit hours - 4.8% decrease in hours - New goal: 233 total mentoring hours

Strategy 2: Mentoring Course Expansion – Courses currently available to students through internet delivery system will be converted to mentoring format. Currently 6 mentoring courses are available in the Discipleship and Ministry Leadership Division. At least 2 new courses will be added in 207-18.

Discipleship & Ministry Leadership Division

Measure: Schedule changes – Changes to the Graduate Schedule for the 2018-19 academic year will indicate the number and scope of delivery changes.

Benchmark: Increase of Discipleship and Ministry Leadership courses offered in the mentoring from 6 to 8. Enrollment in mentoring courses will also be included in a report presented by the Registrar's office to the Discipleship and Ministry Leadership Division Chair noting the Discipleship and Ministry Leadership Mentoring courses, total enrollment and cumulative number of hours.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
6 mentoring courses currently offered	The division suspended expansion of the mentoring courses due to the expansion of and emphasis on other delivery methods.	<ul style="list-style-type: none"> - No change in the number of mentoring courses. - Raise mentoring courses to 8 over the next year

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: In order to equip leaders ministering in the local church who desire to pursue the PhD degree and to develop future leaders to carry on the work of the Pastoral Ministries Division through the seminary, the Division must seek to increase the number of students seeking PhD degrees in majors offered by the PMD. Further, as students graduate from the PhD program, more students must be enrolled in order to maintain a viable learning community in each of the majors offered by the Division.

Strategy: Recruit students for the Research Doctoral Program. Division members will seek to recruit potential PhD students at denominational conventions as well as other meetings and events on the local, state, and national levels. Further, Division members intentionally will seek to recruit students who are in their Master's courses as well as recent graduates who are 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 2017-2018 academic year.

Benchmark: The goal is for six more students to enter the ReDoc Program in majors offered by the PMD during the 2017-2018 academic year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
11 students	Intentional recruitment efforts by PMD faculty made a significant difference. The offering of a new major in Christian Leadership contributed to the increase.	5 over the goal

Pastoral Ministries Division

Outcome 2: Equip students to share their faith more effectively through engaging in Gospel conversations with unbelievers.

Rationale: In order to fulfill the Great Commission, all ministerial students need to be able to share their faith with unbelievers with competence, confidence, and consistency. This equipping process includes both classroom instruction in witnessing as well as hands on field experience in verbally presenting the Gospel.

Strategy: Challenge all students in all Graduate Evangelism courses to participate in the seminary goal of sharing the Gospel 100,000 times as a part of the Centennial Celebration of NOBTS and encourage them to download the NOBTS Gospel Conversations app to record their Gospel conversations during the year of the Centennial Celebration, October 2017 to October 2018.

Measure: Number of recorded Gospel conversations during the 2017-2018 academic year including the time frame of the Centennial Celebration.

Benchmark: The goal is 7,500 recorded Gospel conversations.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Over 15,000 Gospel conversations	The combination of the Centennial promotion of recording Gospel conversations through the app, the requirement for Caskey students to share the Gospel each week, the requirements for Evangelism Teams in the SM 1 course, and the Crossover evangelism efforts contributed to the exceptional results this year.	More than doubled the set goal

Outcome 3: Train students in developing preaching skills for more effective communication of truth from the Word of God.

Rationale: Some of the most important skills a pastor needs for effective pastoral ministry are developing and delivering sermons from the Word of God. The Preaching Practicum course provides the opportunity for students to sharpen their skills in developing and delivering effective expository sermons.

Strategy: Utilize an embedded assignment consisting of the New Testament sermon delivered during the Preaching Practicum course which will be evaluated according to both a grading and assessment rubric to measure improvement in student performance as to their preaching skills.

Measure: The averaged scores of the New Testament sermon embedded assignment from Preaching Practicum courses in the domains of Understanding, Application, and Demonstration on a five point scale rubric: Failure-0, Basic-1, Competent-2, Good-3, and Excellent-4 during the 2017-2018 academic year.

Pastoral Ministries Division

Benchmark: The goal is average scores for Understanding-3.5, Application-3.25, and Demonstration-3.0.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Understanding-3.05 Application-2.75 Demonstration-3.2	Decrease in Understanding but slightly higher than a Good average. Decrease in Application slightly lower than a Good average. Noticeable increase in Demonstration. First time in any assessment cycle that Demonstration SLO has reached or exceeded a Good average.	-.45 Understanding -.50 Application +.20 Demonstration

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: The PhD program is an important means for fulfilling the purpose of the T&H Division. Outcome 1 and corresponding strategies reflect the division’s belief that personal contact with prospective students and public visibility contributes to their decision to enter doctoral studies at NOBTS.

Strategy 1: Create special opportunities for prospects to learn about T&H doctoral 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>
23%	Of the 13 prospective PhD students who participated in last year’s recruiting event, 3 are actively engaged in the admission’s process for a PhD. The remaining students have not yet reached the stage where they can do so.	Schedule regular events to build upon this great beginning.

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 – 8%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
21%	We met our benchmark.	Continue to connect with future prospects.

Theological & Historical Studies Division

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 **other than 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 (**other than blackboard**) – 30%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
30%	We met our benchmark.	Keep working on creating high quality videos.

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 – 60%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
70%	Active participants by division members in multiple recruiting venues.	Continue our standard of excellence.

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

Rationale: T&H faculty and students engage in academic venues to hone research and writing skills, have a presence in the academy, and address important topics in T&H disciplines.

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 for 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.

Theological & Historical Studies Division

Benchmark: Percentage of MA (Apologetics), MA (Theology), and PhD students who submit proposals, publish, or present in academic venues (non-repeating count).
– 20%

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
8%	We struggled to get documentation for students who submitted proposals that were not accepted.	Work on better record keeping of student proposals as well as presentations.

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

Benchmark: Percentage of full-time and ministry-based T&H faculty that is engaged in multiple academic venues – 55% 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>
60%	We exceeded our benchmark by 5%.	Continue to encourage the faculty to engage in multiple academic venues.

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

Rationale: T&H faculty engage in church-related venues to equip local church leaders, have a presence in ministry contexts, and address important topics for churches and related ministries.

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 – 55% 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>
70%	We exceeded our benchmark.	Continue strong participation in academic venues.

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: Streamline the application process. Work with the Registrar's and Enlistment Offices in spring 2018 to develop an online application process for the PhD program to implement for the fall 2018 application period for spring 2019 entrance.

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

Benchmark: Have an online application available for the September 1, 2018 application deadline – 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 benchmark was not reached. Although some program applications have been available through Ellucian, an online application has not been designed for the PhD program.	Due to the inconsistency of the current software interface with PowerCampus and the complexity of the PhD application, an online application process has been on hold until adequate software can be obtained.	ITC is seeking software that will accomplish the necessary functions.

Research Doctoral Program

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>
Although satisfaction increased to 3.78, 33% of the comments mentioned the need for an online application process, as did some recommenders who completed Personal Evaluation forms for applicants.	ReDOC personnel focus on communicating with applicants regarding the application process, items received, and questions they may have. Staff note any unclarity in information on the research area of the NOBTS website or in materials sent to applicants and amend to improve clarity.	Applicant satisfaction score increased .12 despite lack of an online application process.

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.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Although no students could apply online, 93% of the students accepted in 2017-2018 began the program.	Of the two students who were accepted but did not enter, one changed employment and moved, and the other was prevented by the trustees from beginning PhD work. A third student began the program but requested and was granted an emergency withdrawal, which left 90% of the applicants accepted in 2017-2018 remaining in the program.	The benchmark of 90% of the accepted students starting the program was exceeded by 3%.

Strategy 2: Preresidency stage – Recruit students for preresidency stage for students doing 1-2 semesters of leveling toward PhD application.

Measure: Number of students enrolled in preresidency

Research Doctoral Program

Benchmark: Enroll 5 students in preresidency during the 2017-2018 academic year

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Preresidency enrollment began in spring 2018 with 8 students.	Communication through conversations, e-mail, and the website explained the preresidency option. The ReDOC office worked with the Registrar's Office, Business Office, Housing Office, and the library regarding benefits for students in preresidency.	Enrollment exceeded the benchmark by 3 students.

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

Benchmark: Survey 100% of students who withdraw during 2017-2018

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The link to the 4-question survey was sent to the four students who withdrew, but none responded.	Of the students who withdrew, one was an emergency withdrawal for health reasons, and the other three withdrew due to life circumstances involving job changes and family. Although all of the students who withdrew had completed reflections on the Race before Us videos, none withdrew because they did not feel they belonged in the PhD program after hitting academic roadblocks, which is the focus of the Race before Us amelioration.	Of the graduates from F2012 through S2018, 86.4% completed the program within the 7-year limit. Of graduates from F1999 through S2018, 87.9% graduated in 7 years or less. Regarding persistence of students enrolled between F2006 and S2018, 80.5% were still enrolled or had graduated by the end of the S2018 semester.

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.

Research Doctoral Program

Strategy: Continue to make PhD seminars and colloquia available through synchronous interactive video – ATS approved NOBTS to enter a 3-year experiment through the 2018-2019 academic year 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 seminars and colloquia other than counseling courses through SYNC.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
As of Spring 2018, all seminars and colloquia in majors other than counseling were available through SYNC. Counseling courses also became available in Fall 2018, so all majors are SYNC enabled.	Of the 25 students admitted in the 2017-2018 academic year, 15 or 60% were not in the Greater New Orleans area (including Northshore and Slidell). Enrollment reached an all-time high nonrepeating headcount of 147 students.	Enrollment has grown since SYNC began in 2016-2017 from a nonrepeating headcount of 122 in 2015-2016 to 147 in 2017-2018, which is a 20.5% increase in the past two years.

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 for the duration of the Project in Ministry phase.

Measure 1: Students are allowed one year from completion of the Project in Ministry Design Workshop to get approval of a Final Project Proposal. The Project Coordinator tracks student progress during this one-year phase.

Benchmark: 60% of students who take the Project in Ministry Design workshop will turn in a final project proposal in one year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
52% of students turned in their final project proposal a year after they took the Project in Ministry Design workshop.	ProDoc failed to meet our goal of 60% of students who turn in their final project proposal a year after taking the Project in Ministry Design workshop.	Following completion of the Project in Ministry Design Workshop, students are allowed two consecutive trimesters of Continual Enrollment. The Administrative Assistant for Program Coordination will contact students who have not submitted their Final Project Proposals by the completion of two trimesters of Continual Enrollment.

Professional Doctoral Program

Measure 2: Track the number of students who turn in their final project proposal and graduate within their program timeline.

Benchmark: Increase the number of graduates from Fall 2017 to Spring 2018 by 10%. From (From Spring 2013 to Fall 2016, we graduated an average of 38 students each year. Last academic year, we graduated 41 students which was a 9% increase from the previous academic year.)

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In December 2017, ProDoc graduated 14 students. In May 2018, ProDoc graduated 23 students. We graduated a total of 37 students in the 2017-2018 academic year.	ProDoc did not meet their goal of graduating 10% more students from the previous year. The number of students who did not turn in their final project proposal a year after the Project in Ministry Design affected the results of the graduation rate.	Following approval of a Final Project Proposal, students are allowed to register for Project in Ministry 1, 2, and 3. Students who complete Project in Ministry 3 and are not ready to graduate should be contacted by the Administrative Assistant for Program Coordination.

Strategy 2: Track student progress from the Program Overview Workshop to the Project in Ministry phase.

Measure 1: The Administrative Assistant for Program Coordination will track the progress of all students each trimester utilizing registration data for workshops and seminars.

Benchmark: Track 100% student program progress.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
ProDoc tracked 100% student progress.	ProDoc ran reports after registration and worked with the Registrar's office that the number of students in our program were registered.	We met the goal but will discontinue this measure in next year's assessment.

Measure 2: Each student will receive a tracking sheet at the Mid-Career Assessment Workshop to plan the remainder of their courses until graduation.

Benchmark: Track 100% student program progress.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of students received tracking sheet.	Students are advised on moving forward in the program by being given tracking sheets.	Adjust the Benchmark for next year's assessment.

Professional Doctoral Program

Outcome 2: ProDoc will seek to increase the overall enrollment of the programs.

Rationale: To replace graduates with new student enrollment.

Strategy 1: Communicate with NOBTS alumni who have qualifying master's degrees.

Measure: Using a bi-annual email blast, invite NOBTS alumni who have a qualifying master's degree to complete the online inquiry form.

Benchmark: 5% of alumni to complete an inquiry form.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
ProDoc was not able to meet this goal.	The ProDoc program was not able to retrieve the proper information to send out an email blast.	ProDoc is in communication with the alumni office for information to send out an email blast next year.

Strategy 2: Schedule recruiting events at state conventions, evangelism conferences, and denominational meetings.

Measure: ProDoc Administrators and designated representatives, in partnership with the NOBTS Student Enlistment office, will attend state conventions, evangelism conferences, and denominational meetings for the purpose of initiating conversations with prospective students.

Benchmark: Attend 17 recruiting events.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The ProDoc team attended 26 recruiting events.	The ProDoc team was able to attend more events due to the coordination with the Enlistment office. There were more recruiting events because of NOBTS's centennial year.	ProDoc is satisfied with this year's results and plans to continue recruiting efforts.

Strategy 3: Access the ProDoc new student application process.

Measure: The Administrative Assistant for Recruitment and Faculty Support will track applicants from the time they initiate the application process until acceptance into the program.

Benchmark: A 5% increase in new student enrollment.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In 2016-2017, ProDoc admitted 67 new students. In 2017-2018, ProDoc admitted 58 new students.	ProDoc did not meet their goal of increasing enrollment by 5%.	Will utilize the new Recruit software and continue efforts to make the ProDoc website easy to navigate for potential students.

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. Since the enrollment at extensions has been declining, the goal is to increase enrollment by at least 5%.

Strategy 1: Enhance student retention by following up with students who do not return from the previous semester.

Measure: Track student enrollment at each center. Coordinate a response by directors to each student who did not return from the previous semester. (E-mails and correspondence.)

Benchmark: 5% increase in overall enrollment at the extension centers from the 2016-2017 academic year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Extension directors receive a list of non-enrolled students at their center each semester. The students are contacted by email and phone about the program and ways to enroll and take classes.	The extension centers have continued to slip in enrollment. The students are taking online and alternative delivery format of courses. Some students have changed ministry positions or do not have the resources to take classes but plan to reenroll.	We are continuing to make contact with students and encourage them to stay through their graduation. We have increased course options and services to help students. Mentoring, NOLA2U and NOLA2U flex and the tuition cap are ways we have improved for our extension center students to take classes.

Strategy 2: Enhance our recruiting efforts in light of the institution's Centennial celebration. Those sites targeted: Birmingham, Atlanta, Jackson, and Shreveport.

Measure: Track attendance for those select Centennial events in each of the states we have an extension center.

Benchmark: 100% of targeted sites visited with intentional focus on recruitment.

Extension Center System

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Birmingham, Jackson and Shreveport were held within the academic year with Orlando and Atlanta being postponed to the next academic year.	<p>Attendance:</p> <p><u>Birmingham</u> Dinner - 130; Workshop – 50</p> <p><u>Jackson</u> Dinner - 150; Workshop - approx.125 (not counting chapel)</p> <p><u>Shreveport</u> Dinner - 25; Chapel/Classes - 40+/-</p> <p><u>Miami</u> Saturday Workshop - 35 + NOBTS students = 55 Saturday Worship - 220 + NOBTS students = 245</p> <p>The main campus faculty that attended were:</p> <p><u>Jackson</u>: Drs. Brooks, Brown, Kelley, and Key</p> <p><u>Birmingham</u>: Drs. Kelley, Kelley, Jackson, Stewart (Hal), and Key</p> <p><u>Miami</u>: Drs. Key, Woodward, Sharp, Steele, Killion, and Kelley</p>	We will continue this focus of main campus engagement to extensions with those postponed the 18-19 academic year. The impact of main campus faculty and staff interacting with our extensions students and staff is received well and had positive remarks from those that participated.

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

Rationale: A recent survey revealed many students were still unaware or learning more information about the mentored delivery option of courses.

Strategy 1: Send on-campus faculty to 5 extension locations from 2017-18 to promote the mentored delivery of courses.

Measure: Track the number and location of extension centers visited for the purpose of promoting the mentoring program of NOBTS. The Senior Regional Associate Dean will keep a track of the list of centers visited 2017-18 and discuss these in the monthly meeting with regional deans.

Benchmark: 20% increase in extension center student participation in the mentoring programs of NOBTS.

<i>Results</i>			<i>Reflection on Results</i>	<i>Improvement</i>
Center Location	CIV	In-person		
Baton Rouge, LA (Undergraduate)		JD Spring 2018		
Southwest, LA (Lafayettee) (Both)				

Extension Center System

North LA, (Shreveport) (Both)		JD 2/5/18		
Monroe, LA (Both)		BR Feb. 5, 2018		
MidSouth, Olive Branch, MS (Graduate)		JD Spring 18		
North MS, Blue Mountain (Graduate)				
Jackson, MS (Undergraduate)				
Clinton, MS (MC) (Graduate)		10/26/18 JD		
Birmingham, AL (Both)				
Central AL, (Montgomery (Graduate)				
Huntsville, AL (Both)		11/13/18 JD		
NE AL, (Both) Rainsville				
Tuscaloosa, AL (Both)				
North GA Hub (Both)	AH IRS Fall 17	BR Mar. 26, 2018		
South GA (Warner Robins)(Both)				
Duluth, GA (Both) KTI				
Jonesboro, GA (Both)				
Columbus, GA (Both)				
Orlando, FL (Graduate)	AH IRS Fall 17			
Jacksonville, FL (Graduate)	AH IRS Fall 17			
South FL (Both)				
Pensacola (Graduate)		BR Apr. 8, 2018		
Tampa (Undergraduate)				
Tallahassee, FL (Graduate)				

Strategy 2: Increase the number of church mentoring sites. A new mentoring site for each region in the extension system so students can take advantage of the mentoring offering.

Measure: Track the number of church mentoring sites opened during the year.

Benchmark: Minimum of 5 new approved church mentoring sites for students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Each of our church extension center hosts are now mentoring options with our students.	We were able to expand our mentoring sites in by adding 10 in Louisiana, 4 in Mississippi, 2 in Alabama and 1 in Georgia during 17-18 academic year. In addition each associate regional dean has talked with other churches about being a mentoring host for student. We have increased from 380 mentoring credit hours in 2017 to 598 credit hours Fall 2018.	We will look to add 2 more churches in each state with our extension centers: LA, MS, AL, GA, and FL this academic year.

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: The Mentoring Office seeks to ensure the growth of the mentoring program at NOBTS.

Strategy: The Associate Dean of Supervised Ministry and Mentoring Programs, along with the Mentoring Directors for Pastoral Ministries and Discipleship and Ministry Leadership Divisions, will visit more than half of the NOBTS extension centers over the academic year for the purpose of informing and recruiting students to the program. These visits will be in person or by use of CIV technology and courses.

Measure: The Associate Dean will work with the other Directors to keep records of every extension center visit. A Google Drive document has been created and shared among the Associate Dean and Directors.

Benchmark: The goal is for 50% of extension centers to be visited/contacted over the next academic year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
46% visited	The goal of 50% was narrowly missed. However, this did help achieve some growth in the Mentoring Program at NOBTS. It has become apparent that extension centers need to hear about the mentoring program on a regular basis so that distance students will be aware of the possibilities offered through mentoring.	Visiting more and different extension centers from the previous year will aid in growth of the Mentoring Program.

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

Rationale: The Supervised Ministry Office seeks to ensure that NOBTS students are actively sharing the Gospel of Jesus Christ.

Strategy: To utilize resources created for the Gospel Conversations for the Centennial to see an increase in gospel presentations among Supervised Ministry 1 students.

Measure: The office of Supervised Ministry will use the “Evangelism Team Weekly Report Form” to compare the number of gospel conversations to previous academic years.

Supervised Ministry & Mentoring

Benchmark: With the emphasis on Gospel Conversations and added resources (such as the Gospel Conversations App), we expect to see at least a 5% increase in gospel conversations from previous academic years.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
73.6% increase	There was tremendous increase in the number of gospel conversations over this past year due to the centennial celebration/challenge given to NOBTS students, faculty, and alumni. The 73.6% increase was a record increase in any back-to-back year on record.	Setting a benchmark for anything more than 5% might be setting up ourselves for failure. It will be difficult to increase any at all next year (compared to this year) with the centennial celebration ending in October of 2018.

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: Guide faculty to record Unit Videos for each online course. – 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 will be employed to mark the inclusion of videos in our online courses. We will track them using an excel data base.

Benchmark: To reach a 20% increase of courses that have quality videos. Last year we had 50% compliance and we want to see at least 70% compliance this year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>See the Artifact Summary attached to this report.</p> <p>Grad +0.61%; U.grad +1.11%; Spanish 0%; Korean 1.17% increases.</p> <p>The Spanish result is due to the 100% accomplishment of the video enhancement expectation. See Artifact.</p>	<p>Improvement was slight in each category for the overall degree programs for the Graduate, Undergraduate, and Korean programs. Core courses measured slightly better percentages of increase for the Undergraduate program only. The Spanish program is at 100% compliance.</p>	<p>The goal for this academic year was to reach a 20% increase in Unit Videos for all online courses. The results indicate that much work is to be done on these enhancements, so the goal will remain at 20% increase expectation for all online courses for the 2018–19 academic year.</p>

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 – Instructors who do not enter their online course two times a week and have grades posted by the mid-term scan and the final scan will be flagged and reported to the appropriate Dean.

Measure: Improve online faculty Interaction with students.

Benchmark: We want to see improvement from the 85% level to the 95% level of compliance resulting in a 10% increase in proficiency.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>The scan results indicate an above 85% rate of professor interaction at the start of the last academic year. (calculated by subtracting the percentage of flagged reports from 100%)</p> <p>By the end of the academic year, the instructor participation was at 100% for the Undergraduate program and 97% for the Graduate program</p>	<p>Clearly, the regular scanning of instructor online course interaction has had a marked increase in the same throughout the 2017-18 academic year. These results are dramatic and very positive.</p> <p>The Korean and Spanish online courses were not measured.</p>	<p>The OLC will continue to perform the scan reports for all online instructors. The expectation will again be 95% or better for both programs for the entire year of 2018–19.</p>

Online Learning Center

Artifacts for Online Learning Center Online Courses: “Unit Videos”¹

Academic Years: 2017–2018

Totals for Overall Courses by Degree Programs²

	Graduate		Undergraduate		Spanish		Korean	
	2016	2017-18	2016	2017-18	2016	2017-18	2016	2017-18
# Courses	146	148	38	39	13	16	29	31
Intro videos	80	82	22	23	12	16	9	10
Percent Complete	54.79	55.40	59	56.25	92.30	100	31.03	33.33
Percent Change	–	+0.61	–	+1.11	–	0	–	+1.17

Totals for Core Courses by Degree Programs

	Graduate		Undergraduate		Spanish		Korean	
	2016	2017-18	2016	2017-18	2016	2017-18	2016	2017-18
# Courses	40	40	31	32	11	12	27	27
Intro videos	30	30	17	18	11	12	9	9
Percent Complete	75	75	54.83	56.25	100	100	33.33	33.33
Percent Change	–	0	–	+1.42	–	0	–	0

Result Summary: The goal for this year was to reach 20% increase in Unit video production and implementation to reach a 70% compliance in the overall degree programs. This goal was not reached for the graduate, undergraduate, and Korean programs. The goal was exceeded in the Spanish degree program.

Improvement Plan: We will implement a similar expectation for the 2018–19 academic year.

¹ “Unit video” is defined as a short, overview video for each week’s assignments and expectations. These videos are recorded in the Media Center for HD quality videos.

² Graduate totals are for the standard track, MDiv degree. Undergraduate totals are for the Bachelor Degree

Online Learning Center

Artifact for Course Scan Reports for All Online Instructor Participation³

Academic Year 2017–18

Undergraduate Percentages

	Number of Undergraduate Flagged Reports	Number of Classes	Number of Scans Run during semester	Percentage of Flagged Reports
Spring 2017	8	37	2	10.81%
Summer 2017	0	16	2	0.00%
Fall 2017	22	42	4	13.10%
Spring 2018	18	41	4	10.98%
Summer 2018	0	14	1	0.00%

Graduate Percentages

	Number of Graduate Flagged Reports	Number of Classes	Number of Scans Run during semester	Percentage of Flagged Reports
Spring 2017	27	58	2	23.28%
Summer 2017	14	40	2	17.50%
Fall 2017	30	58	4	12.93%
Spring 2018	15	41	4	9.15%
Summer 2018	1	34	1	2.94%

Results: The scans for Instructor participation show dramatic improvements for all undergraduate and graduate online courses. The number for flagged instructors decreases with each progressing semester.

Improvement plan: We will continue the reporting scans for the 2018–19 academic year.

³ Participation is scanned for all online instructors through the fall, spring, and summer semesters. Minimum expectation is for instructors to participate in the course shell for a minimum of two times per week and posting student grades by mid-term and prior to final exams. Instructors who are “flagged” in the scan report are reported to the respective Dean for evaluation. The scans were not run for the Spanish nor Korean online courses. The OLC does not contact Instructors pertaining to these report findings.

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 1: Work with the ReDoc office to communicate the course offerings to our PhD students.

Measure: E-mail sent to the ReDoc office advising of the training schedule.

Benchmark: E-mail sent to the ReDoc office.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met	E-mail was sent to the ReDoc office on 2/16/17 advising of the faculty development opportunity (namely, "Excellence in Serving as a Teacher-Transformer: The Disciplers' Model").	Met 100% of the benchmark

Strategy 2: Enroll the requesting PhD students in the Innovative Learning Blackboard.

Measure: PhD students enrolled in the Innovative Learning Blackboard.

Benchmark: 100% of the PhD students who request to be enrolled in the Innovative Learning Blackboard will be enrolled.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met	PhD students were enrolled in the Innovative Learning Blackboard upon their request. Students were advised once they were enrolled and provided with instruction on how to access the material on the Innovative Learning Blackboard shell.	Met 100% of the benchmark.

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: Publish the recorded sessions to the Innovative Learning Blackboard.

Measure: Count of recorded sessions published to the Innovative Learning Blackboard.

Benchmark: 80% of the recorded sessions will be reviewed by the Associate Director of Innovative Learning, posted to the Innovative Learning Blackboard, and an announcement sent via the Blackboard to those enrolled.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Exceeded	Recorded sessions were posted and are available on the Innovative Learning Blackboard.	85.7%

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: The BCPP will make 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: Plan and execute at least 2 recruiting trips this academic year – The BCPP will plan at least two recruiting trips during the 2017-18 academic year. Fall trip(s) are generally single-day trips to institutions closest to New Orleans; Spring trips are generally longer trips to institutions further from the NOBTS main campus.

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 emails, phone calls, and face-to-face contacts.

Benchmark: Schedule at least 2 recruiting trips to Baptist colleges/universities for the 2017-18 academic year – Scheduling at least one trip per semester guarantees that the BCPP will have opportunities to engage prospective students at various undergraduate institutions without interfering too much with the daily operations of the BCPP and the teaching responsibilities of BCPP Director, Dr. Archie England, and BCPP Assistant, Dr. Jonathan Patterson.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Made a total of 6 recruiting trips during the 2017-18 academic year.	The BCPP engaged in six recruiting trips to five different schools. Trips to Louisiana College, Baptist College of Florida, and Mississippi College were planned and executed by the BCPP, while Dr. Patterson was also able to attend Baylor's seminary day with Dr. Bob Stewart. A second visit to Mississippi College in Spring 2018 took place in conjunction with a conference hosted by the school featuring NOBTS faculty, students, and alumni. Lastly, Dr. Patterson was invited to speak to the BCM at Georgia Southern and used that as another recruiting opportunity.	The BCPP continued to grow its presence and reputation at several Baptist colleges in the region while also expanding its reach to new and different schools.

Baptist College Partnership Program

Measure 2: Track cooperative efforts between the BCPP and the Office of Student Enlistment – Since much of the BCPP's recruiting effort is funded by the Office of Student Enlistment (OSE), it is necessary to work with OSE in the planning of these various recruiting trips. This measure will help the BCPP ascertain and evaluate the level of cooperation between the BCPP and OSE. Although the BCPP and OSE do not always schedule meetings for the express purpose of planning recruiting trips, these two offices combine to host a number of other opportunities for prospective students on the main campus of NOBTS, including specific Leavell College events. As such, the BCPP and OSE 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 OSE regarding potential and ongoing BCPP recruiting trips.

Benchmark: Have at least 3 focused discussions each semester with OSE regarding recruiting trips – Three discussions reflects the minimum number of discussions needed to plan, execute, and evaluate the work of recruiting to be accomplished each semester.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
14 total focused discussions held with Student Enlistment	In addition to focused discussions regarding each of the 6 recruiting trips in which the BCPP participated, Dr. Patterson also worked closely with Student Enlistment to plan which trips the BCPP would make. Though not a recruiting "trip," the BCPP and Student Enlistment also view on-campus events (e.g., Defend, Greer-Heard) as recruitment opportunities and myriad focused discussions took place during the 2017-18 academic year regarding these on-campus recruiting events.	The BCPP continued to strengthen its working relationship with Student Enlistment. Continuity in leadership for both offices plays a large part in the rapport that has been developed over the years.

Outcome 2: The BCPP will help plan and participate in 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 outreach to Leavell College students – Leavell College graduates make up nearly one-third of the total number of students who have earned credit through the BCPP.

Measure: Identify new methods of outreach to Leavell College students in order to create greater awareness of the BCPP – Identify various innovations and/or adaptations the BCPP may use during the 2017-18 academic year to increase awareness of the BCPP among Leavell College students.

Baptist College Partnership Program

Benchmark: Implement at least one new adaptation or innovation during the 2017-18 academic year – In addition to previously implemented adaptations and/or innovations, which the BCPP will seek to continue on an annual basis, the BCPP will implement at least one new method of outreach aimed specifically at Leavell College students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
The BCPP and Student Enlistment worked to develop the first annual Leavell College Next Steps preview day for Leavell College students.	For the last several years, the BCPP and Student Enlistment have hosted a Leavell College luncheon but this year decided to host a preview day (similar to Campus Preview) specifically for Leavell College students. Though there were a few kinks to work out, the event was overall successful with roughly 25 Leavell College students attending. The BCPP and Student Enlistment plan to make this an annual event and will continue to iron out the kinks to make this an even more successful event in the future.	The BCPP expanded its involvement with Leavell College students, providing yet another opportunity to recruit these students to the graduate program once they have completed their undergraduate degree.

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 2017–2018 academic year, the BCTM will publish volumes 14.2 (Fall 2017) and 15.1 (Spring 2018) of JBTM. The issues will contain articles and books reviews from contributors with a PhD (or PhD student) in a relevant field.

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

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>BCTM published two issues of JBTM. The fall issue was 121 pages and contained 4 articles (representing 3 institutions) and 31 book reviews (representing 15 institutions). The spring issue was 159 pages and contained 8 articles (representing 8 institutions) and 24 book reviews (representing 13 institutions).</p>	<p>The articles and reviews represent a wide range of institutions. Of the 11 institutions represented among the total of 12 articles in both issues of JBTM, the only institution that was represented twice was NOBTS (in the issue dedicated to celebrating its centennial). Authors were from other seminaries (such as Gateway and Southwestern), a campus ministry (Baptist Collegiate Ministries at Florida State University), Bible colleges (Piedmont International University and The Baptist College of Florida), and churches (in Georgia, Texas, and Alabama). Of the 55 reviews published in the two issues, 22 institutions were represented, such as colleges or seminaries in LA, MS, AL, OK, TX, VA, GA, SC, TN, MO, KY, NM, and CA. Several churches and Christian ministries were represented as well.</p>	<p>JBTM should continue to publish articles and reviews by a variety of authors who represent a variety of institutions (reflecting diversity in geography and mission).</p>

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 B&H Academic to print an edited book resulting from a conference hosted by the Baptist Center at NOBTS in 2015. The title will be *Infants and Children in the Church: Five Views of Theology and Ministry*, and the book will be published in November 2017.

Benchmark: Developing one printed resources, in this case a book, to benefit church leaders. Resources will not be developed annually, but work can be continually invested in the publication of resources.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
In November 2017, B&H Academic published <i>Infants and Children in the Church</i> in both print and digital formats.	I was pleased with the editorial work that B&H invested in the manuscript, which resulted in a better book than was originally submitted. The book reflects well on NOBTS, in my opinion, and has been well received by readers. The editor told me plans are already underway to translate the book into Portuguese so it can be used as a resource in Catholic-dominant areas of South America.	A future project could address a topic with wider interest.

Caskey Center for Church Excellence

Unit Purpose Statement: Advance excellence in smaller membership and bivocational churches.

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

Rationale: We have a mission and passion to be a champion for those serving in smaller membership churches.

Strategy: Conduct our annual “No Restraints” Conference in April for ministers and spouses.

Measure: Promote the “No Restraints” conference nationally to encourage attendance.

Benchmark: Achieve record goal of over 200 in attendance at “No Restraints” conference.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
165 Attendees	We did not achieve our goal of over 200, but we did increase the number of attendees from different states (8).	83% of goal.

Outcome 2: Advance NOBTS Centennial Celebration Goal for Evangelism

Rationale: Evangelism is a required component of the Caskey Center and we are in a position to influence thousands of gospel conversations.

Strategy: Promote 100,000 gospel conversations.

Measure 1: Promote the usage of the “Gospel Conversations” App.

Benchmark: Record 50,000 conversations on app.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
21,266 recorded conversations	The marketing of the app was not effective. Many people reported anecdotally to having gospel conversations but not submitting reports.	This was a one-time goal for the 2017-2018 school year. 43% of goal

Measure 2: Promote the “Monday Morning Prayer”.

Benchmark: Send out weekly reminder to target population.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Reminders were not sent weekly, but frequently. Estimated 80% accomplishment	It became apparent early in the school year that weekly reminders would be too much. Our recommendation is to modify the benchmark/goal to monthly.	80% of goal reached

Caskey Center for Church Excellence

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

Benchmark: Caskey Staff record weekly conversations.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
8,386 conversations recorded	The 8,386 gospel conversations for 2017-2018 is the highest number of conversations the Caskey Center has recorded for one year. This represents an increase of 2,805 conversations over the previous year (50% increase).	50% increase over previous year.

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

Rationale: We have expanded from our initial launch in Louisiana and have a strategy for a national impact.

Strategy: Nurture expansion opportunities in Wyoming, Montana, Florida and Georgia.

Measure: Visit Wyoming and Montana in fall and pray for first opportunity to visit Florida and Georgia.

Benchmark: As resources allow, visit Florida and Georgia for promotion and recruitment in Spring 2018.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met this goal	Director visited Wyoming and Montana in the fall, 2017. Additionally, the director and associate director initiated ongoing discussions with state convention representatives in Wyoming, Montana, Georgia, and Florida. Resources have not allowed the Caskey Center to expand to Florida or Georgia yet.	100%

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: 40+ staff and volunteers

Note: 2017 staff & volunteer numbers = 39

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Combined Tel Gezer & Hadid: Staff 6 Students 11 Volunteers 17 Total 34 TLV Univ. 6 Total 40	With our group split between the two sites, Tel Gezer and Tel Hadid, with 6 staff from Tel Aviv Univ, our benchmark was reached exactly. If we exempt the TLV staff, then our NOBTS recruitment total was down 5 from 2017.	Numbers of volunteers recruited by NOBTS were down 13% in terms of work days accomplished. Extra help from short term volunteers, such as the Alan Jackson group at Sepphoris, enabled us to surpass our goals.
Sepphoris Arches Reservoir	Sepphoris Arches Reservoir Project. Jim, Ryan, 3 Simons family members, plus Alan Jackson group, Yosi, Dror, Tsvika	

Center for Archaeological Research

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.

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>
Reduction in costs for 2018	Due to several reductions, primarily in terms of our cutting back on the use of our crane operator, the overall net reduction of expenses was \$79,760 (2017) - \$49,146 (2018) = \$30,614.	Significant reduction

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>
Amt. raised = \$110,500	Fund raising by Mr. Clay Corvin and Dr. Jim Parker were very effective if procuring gifts that will ensure the advance of the Tel Hadid excavation program for several years into the future.	Significant improvement due to a couple of large donations to the program.

Outcome 3: MA (Biblical Archaeology) Students

Rationale: A viable MA (Biblical Archaeology) degree program must have a cadre of students.

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

Measure: Enrollment figures – list of MA (Biblical Archaeology) students.

Benchmark: 6 MA (Biblical Archaeology) Students

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
2 new MABA Students – well short of our goal	Still falling short of recruitment goals. a more proactive campaign to recruit new MABA students	Still lacking.

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: A new project on the Euthalian Apparatus (EA) will begin with hopes to get at least 7 students, alumni, and/or visiting scholars involved in the project. The participants 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 the EA for the Pauline Epistles in at least 8 manuscripts during the academic year for this project.

Measure: Project Evaluation – Enrollment of students in the Euthalian Apparatus Project (EAP) 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 the EA in 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 3 students enrolled in this project. B1: Enrollment in the project is monitored by the CNTTS staff, with one researcher being the primary coordinator for the program and Dr. Warren being the project director for the International EAP along with Dr. Simon Crisp of the UK as a co-director (these three form the coordinating team). B2: Manuscripts are assigned to students and their progress in transcribing is monitored by the coordinating team. The quality of the transcriptions is evaluated by the same people namely the coordinating team. B3: The total number of completed transcriptions is noted by the coordinating team, with a 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 Euthalian Apparatus Project database.

Benchmark: The benchmark for this is for 7 students to be involved in the project.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
We have 3 students working on transcriptions for this project	The base text is having to be constructed before more students are enlisted for doing transcriptions. Hopefully the base text will be in place by the summer of 2019.	We are on a good track on transcriptions, but need additional funding to move things forward faster. 45%

Outcome 2: Funds for Student Fellowships

Rationale: he director and others will seek to raise \$40,000 in funds for student fellowships and research by way of grants and donations.

Strategy: The director and others will seek to raise at least \$40,000 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 grants and amount for this outcome and strategy will be via new grants without including funds from past grants. 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 h 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.

Benchmark: The benchmark goal is to have at least \$40,000 in successful grants.

Center for New Testament Textual Studies

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
1 grant was successful and some other funding was realized to the tune of about \$30k	A major grant proposal was accepted for serious consideration but the awarding of the grant was delayed due to a short-term need in the grant-giving setting that required a delay on new grants.	One further grant will be sought and hope is still strong on the previous grant proposal mentioned under the results. 75%

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 102 attendees for the academic year.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
105	We exceeded our benchmark.	We will increase our bench mark by 5% (110).

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.

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.

Dean of Chapel

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>
3	We offered at least 3 opportunities.	We will continue to strive to offer at least three opportunities.

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

Rationale: 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 continue to 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.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
3	We released three different types of resources: (Sermon Prep. PDFs, Lecture Plenary Session Video’s, and a link to “Love Worth Findings” sermon archive for Adrian Rogers Center for Expository Preaching.	We will strive to release 3 different types of resources.

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

Dean of Chapel

Measure: Attendance at Empowering the Pulpit Preaching Conference (Jan 2018). The conference will cover evangelistic and doctrinal preaching. The Dean of Chapel's Office will keep track of attendance at all plenary sessions.

Benchmark: An overall attendance at the conference – An attendance of 150 attendees at the sessions.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
201	We exceeded our expectations by 34%.	5% increase in attendance.

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: 30 gospel conversation responses in Profession of Faith (POF)

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
774 POF	Tremendous response in two Brazil trips with Amazon Hope. Good results from Crossover.	744

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 New Orleans main campus for missions and urban ministry.

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: 11 meetings with prospective students in various settings

Global Missions Center

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
30	Good conversations with prospective students at Preview events including table talk. Includes one on one and group conversations at Macedonia Project Expo at ILC, Rockville, VA	19

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>
90%	Board members are pleased with the quality of speakers	Continue pursuing quality speakers. Build on this success for continued fundraising.

Measure 2: Quantitative Analysis – Attendance will be taken at the event giving a Quantitative Measurement of the conference. Final evaluation will occur after the conference.

Benchmark: The goal is to have a minimum of 100 persons attend the conference. 300 in attendance at the conference would be ideal – Conference Attendance is necessary for a conference to be held.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
106	Barely met goal. Increased Tuesday night classes. Due to Hurricane Gordon, which caused the cancellation of 1 Tuesday session, professors were reluctant to cancel classes. Minimal participate by partner schools disappointing. Late notification of grant impacted ability to advertise.	Start promotion earlier

Institute for Faith and the Public Square

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>
\$25,275	Exceeded goal due to receiving grant of \$23,275	Expand donor base

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.

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 rated the website as current and relevant	Contracted with web master to manage site. Site updated quickly. Design refreshed annually.	Retain web master.

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>
1160 watched online. 52,464 people saw the Facebook ad. 118,980	Worked with Joe Fontenot of Media Services to improve efficiency of Facebook with great results. This was the most number of online viewers we have had.	Continue working with Media Services.

Institute for Faith and the Public Square

impressions (so everyone saw it about twice). 763 people saw the ad and then clicked on it.		
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Outcome 3: Increase Participation in Project 219

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

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>
Little progress	Project stalled at beginning of 2018. Kim Carver will oversee promotion beginning January 2019. He will have the time and connections to increase participation	Support Kim Carver in promotion.

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: The conferences and outreach projects conducted by the Leavell Center provide encouragement and serve to equip the seminary community and the church community for effective evangelism and measurable church growth.

Strategy 1: Conduct a conference on Christian Leadership during the Fall 2017 semester.

Measure: Number attending the conference

Benchmark: The goal is to see seventy five persons in attendance.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Approximately 75 in attendance	Successful promotion of the event to the seminary community. Little participation from area churches.	Met the attendance goal.

Strategy 2: Conduct a Servanthood Evangelism/Ministry Outreach Project during the Spring 2018 semester in the community surrounding the seminary as part of the Centennial Celebration of the seminary.

Measure: Number of students and faculty who participate in the Project

Benchmark: The goal is to have fifty 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>
23 participants	Although only reached approximately one half of participation goal of students and faculty, positive results were achieved. Houses visited: 106; Gospel Conversations: 53; Salvation Decisions: 6; Prospects Discovered: 16. Conducting the event near the end of the academic year may have contributed to the lower than expected participation numbers.	27 under participation goal

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: The products and services available through the Leavell Center which include customized demographic studies promote effective evangelism and measurable church growth in the denomination. 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.

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.

Measure: Number of demographic studies developed

Benchmark: The goal is to provide 375 demographic studies for churches and students.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
193 demographic studies	Less demand for demographic studies. May be due in part to availability from other sources. Likely set goal too high as number of demographic studies was an estimation due to lack of complete records from the previous academic year.	182 under goal

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: Conduct a research project led by the Associate Director of the Leavell Center to assist the Director of the Leavell Center for his presentation to the SBC Evangelism Task Force to which he has been appointed. The Evangelism Task Force will report its findings at the annual SBC Meeting in Dallas in June 2018. The research will reveal the state of evangelism in the SBC and attempt to explain the reasons for the over twenty year decline in baptisms in the denomination.

Measure: Findings compiled and made available to the Director of the Leavell Center for his presentation to the SBC Evangelism Task Force.

Benchmark: Presentation made to the SBC Evangelism Task Force utilizing the findings of the Research Project

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Findings were compiled and packets of materials were distributed to all members of the SBC Evangelism Task Force at their December 2017 meeting with explanation of the documents from the Director of the Leavell Center.	Materials and presentation were appreciated by the Evangelism Task Force chairman and members and contributed to the deliberations and decisions of the Task Force.	Met the Benchmark.

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. The Counselor Competencies Scale-2017 is 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: The Counselor Competencies Scale-2017 is used to assess application and integration of knowledge, as evidenced by Part 3, Question E: Knowledge of counseling theory and application in practice evaluated by the Individual Supervisor at the beginning of Practicum and at the end of each clinical practice component.

Benchmark: The Supervisor evaluation of Question E in Part 3 of the CCS 2017, across the time of clinical practice should show ongoing improvement and gain in the application of counseling theory in the practice of counseling. A gain of improvement of ½ point in a Likert scale of 1-5 should be exhibited.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Student Average of 3.75 at end of 1 year of clinical practice	Students complete the CCS 2017 before beginning clinical practice. They usually start low, and with experience and supervision, begin to increase in their application of counseling theory in the practice of counseling.	Started at 2.9 Increased to 3.75 Average increase of .85 Benchmark exceeded.

Leeke Magee Christian Counseling Center

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: Students will grow in their ability to demonstrate the capacity to facilitate a therapeutic environment with the client. Research indicates 70% of the positive counseling outcome is related to the connection between the counselor and the client.

Measure: CCS 2017, Part 1:K. Facilitate Therapeutic Environment (Expresses accurate empathy & care. Counselor is present and open to client. Includes immediacy and concreteness.

Benchmark: Students' improvement will be measured on facilitating therapeutic environment on CCS 2017, Part 1:K. Students at the end of the Clinical Practice (Internship 2) will achieve a 4 or 5 on the Likert scale.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Student average 4.12	With the use of video evaluation and supervision, the students continue to improve in facilitating a therapeutic environment with their client.	Student average started at 3.7 Student average ended at 4.12. An improvement of .42

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 did not appear in the Graduate Catalog. The YMI staff spent the 2016-2017 academic year investigating and completing the tasks needed to create this YMI off-campus workshop. The first off-campus YMI workshop took place October 5-7, 2017 at the North Georgia extension center. The YMI staff will spend the 2017-2018 academic year planning and completing the tasks needed to create another 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 attenders 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>
Workshop conducted with 14 students attending plus 7 conference only attendees	The YMI Workshop was a success. The Baptist State Convention office in Georgia assisted us with promoting the workshop. Dr. Jackson and Dr. Odom were joined by Mike Linch, Chris Trent, Brent Baskin, and Walt Mueller.	Increase promotion of the event and consider an alternate location

Strategy 2: Create a graduate syllabus for a for-credit, NOBTS class that incorporates the attendance at the Youth Specialties National Youth Workers Conference.

Measure: Creation of new syllabus

Benchmark: Completion of the syllabus.

Youth Ministry Institute

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Syllabus completed	A syllabus was created for the Youth Specialties National Youth Workers Conference. The course is CESE8305 Youth Ministry Leadership (Nov. 15-18, 2018)	Increase advertisement of this course option

Outcome 2: Conduct Research on the Faith Practices of Generation Z (born 1996-2010).

Rationale: This research will contribute to a greater understanding of today's young people and provide strategies for reaching this generation with the gospel of Jesus Christ. The YMI staff will spend the 2017-2018 academic year planning and completing the tasks needed to conduct the research.

Strategy: YMI will submit a grant to the Lily Endowment to conduct the research. Coordinate with NOBTS faculty regarding research and grant writing.

Measure: Grant Writing Preparation: Discuss grant writing with NOBTS faculty and attend a grant writing seminar.

Benchmark: Submit a Grant Proposal: The goal of to submit a grant proposal to the Lily Endowment for research on the faith practices of Generation Z.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Preparation for research is ongoing	Dr. Odom discussed grant writing with NOBTS faculty and review sample grants.	Attend grant writing seminar online and submit a grant proposal

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: Ensure the validity of the BACM Exam.

Measure: Conduct an analysis of student response to the BACM exam to continue to review – and improve – correlation of questions to our degree program outcomes.

Benchmark: 100% of the Leavell College BACM Entrance/Exit Exam will be reviewed and revised, as necessary, to ensure correlation of questions to our degree program outcomes.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Partially Met	The Leavell College BACM (program specific) Exit Exam was reviewed for graduating students only. After further reflection, we have determined a more accurate assessment of the validity of the questions on this program-specific exam will result after we have tracked the results for a few semesters. This will allow us to define a baseline and, therefore, assist in our analysis of this measurement.	Continue tracking results for fall 2018 semester for baseline. Then conduct analysis during the spring 2019 semester.

Strategy 2: Create and administer a separate BAM Entrance/Exit Exam for the music students. Pilot the BAM Exit Exam to graduating students starting fall 2017.

Measure: BA in Music with Emphasis in Worship Entrance/Exit Exam.

Benchmark: 100% of the BAM Entrance/Exit Exam will be reviewed by the faculty, approved by the faculty, and administered to the BA music students beginning with the fall 2017 graduates.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met	Fall 2017—Graduates: The BAM Entrance/Exit Exam was developed by the Leavell College music professor, reviewed/approved by the Leavell College faculty, and administered to the BA music students beginning with the fall 2017 graduates. However, while there were 3 BAM students who graduated during the fall 2017	An online version of the <i>ETS Proficiency Profile</i> was instituted during the spring 2018 semester. This was done to offer an option for those students who are unable

Leavell College

	<p>semester, only 1 student took the required exam.</p> <p>Spring 2018—Incoming Students: One student began the BAM program, and this student took the required exam.</p> <p>Spring 2018—Graduating Students: One student graduated from the BAM program, and this one student took the required exam.</p>	<p>to participate in the in-person proctoring of the exam.</p>
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Outcome 2: Student Participation in BACM Exit Exam.

Rationale: Increase student participation in taking the BACM Exit Exam.

Strategy: Offer the BACM Exit Exam in a proctored setting for our online only students and for those students not attending graduation.

- Determine the best method by which to offer the Leavell College degree program-specific Exit Exam to online only students.
- Offer students who are unable to take the Leavell College degree program-specific Exit Exam in person an alternative, such as an online version of the exam that is proctored.

Measure: Online offering of the Leavell College BACM Exit Exam.

Benchmark: 25% of graduating students that are online only students or students graduating in absentia will take the Leavell College BACM Exit Exam online in a proctored setting in the spring 2018 semester.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Exceeded	<p>Spring 2018: Graduating Students: 33% of the Leavell College graduates who were online students took the exam via the online format.</p> <p>In addition, 3 (8.1%) non-online only graduating students also took the online version of the exam, as this was more conducive to their schedule.</p>	+8%

Outcome 3: Students Continuing Academic Education

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

Strategy: A representative from the Baptist College Partnership Program (BCPP) and Student Enlistment will work with the Leavell College faculty to have them visit our on-campus classes within the first couple of weeks of the semester to introduce the BCPP. In

Leavell College

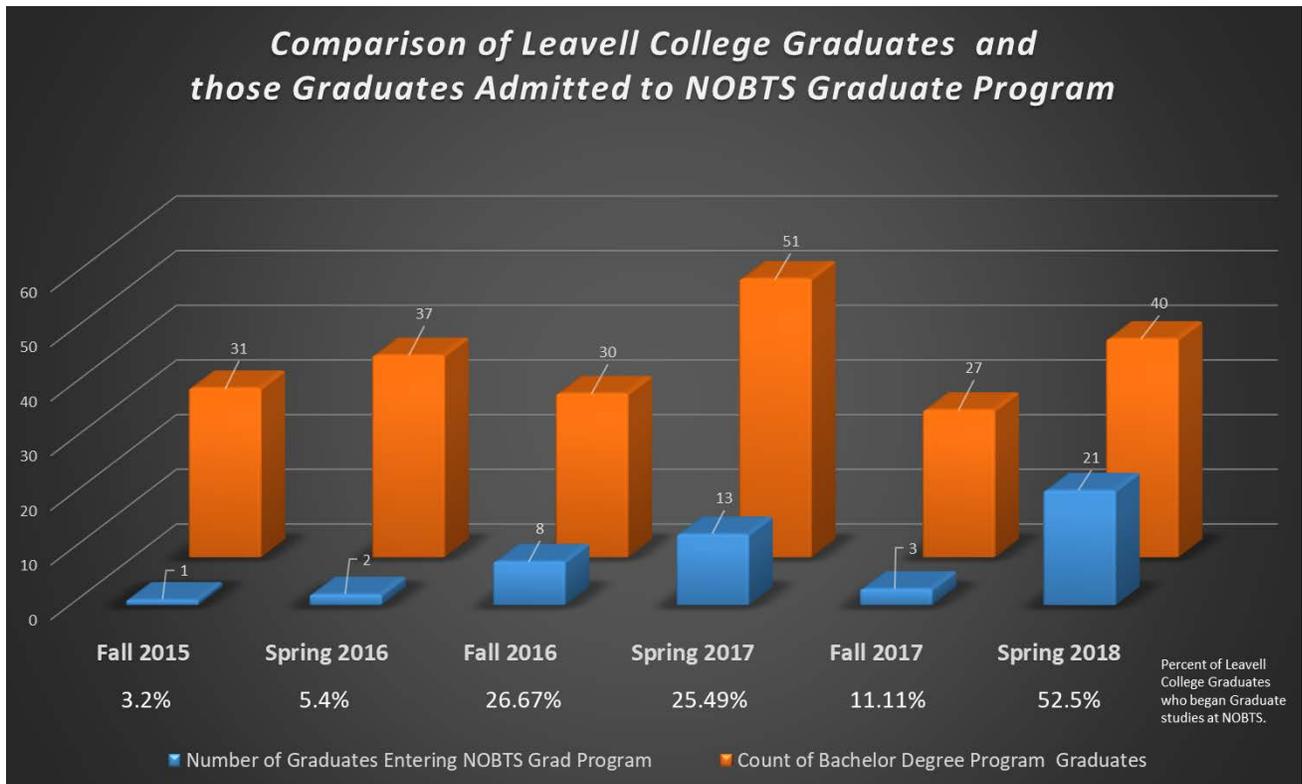
addition, the Student Enlistment office will host a “Leavell College Next Steps” event to discuss graduate study opportunities with our students.

- Introduce the students to the BCPP earlier in their career at Leavell College.
- Student Enlistment will host a “Leavell College Next Steps” preview event to open Leavell College students to the possibility/opportunity of graduate studies.

Measure: Count from Registrar’s office of Leavell College graduates from 2017-2018 academic year entering NOBTS’ graduate program.

Benchmark: 4.5% increase in Leavell College graduates admitted to NOBTS graduate program from fall 2017 and spring 2018.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Exceeded	As the below graph illustrates, there has been a steady increase in the number of Leavell College graduates who enter NOBTS’ graduate program. To illustrate this further, a comparison of fall semesters and spring semesters has been made, as historically the spring graduating class is larger than the fall graduating class due to the beginning and ending of the academic year.	+41.39%



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: To assure that courses are offered in orderly fashion that facilitates timely graduation of inmate students.

Strategy: Begin a four-year process of reviewing each of the prison extension centers' syllabi and course requirements to assure concordance with that of the main campus.

Measure: Submission of syllabi by extension center directors and review by Leavell College staff and educators.

Benchmark: Complete 25% of the reviews each year for the next four years.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Accomplished.	Completed 25% of Review.	Added an addition 25% reviews for new total of 50%.

Outcome 2: Course offerings at extension centers are consistent with main campus

Rationale: To assure that courses offered at extension centers are consistent with the requirements of the main campus as required for graduation.

Strategy: Review the progress of all students to assure they are on cycle and thus on track for timely graduation.

Measure: Review the control sheets of each graduate, checking their course completion against the course cycle offerings to assure they continue on track for graduation.

Benchmark: Complete 100% of the reviews.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Accomplished.	All students & control sheets have been reviewed; and issues identified were resolved.	Continue all screening processes to ascertain student progress and resolve new issues.

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 has a high volume of turnover in the office. The need to cross train each employee in order to maintain the efficiency of the office. Part of the replacement process would to evaluate the ability of new hires so that they can become productive. The process for a new employee to become acclimated to the vacant position needs to be shortened.

Strategy 1: Train staff in all aspects of The Dean of Admissions and Registrar's Office so that when a person or persons are no longer a member of the Dean of Admissions and Registrar's Office, member of the office takes vacation and when a member is on extended leave due illness or family matters.

Measure: Training Sessions – The Assistant Registrar, Admissions Coordinator and the Registrar's Administrative Assistant will be trained by ITC and previous employees in those positions in order for the efficiency in The Dean of Admissions and Registrar's Office will not be affected.

Benchmark: 100% of staff will be cross trained while on the job by the persons who are responsible for the positions in The Dean of Admissions and Registrar's Office.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Unfortunately the turnover is still a factor in the Registrar's Office and four (4) new employees were hired.	Because of the turnover in the Registrar's Office we had an added expense to bring in former employees to train the new hires. Our strategy is still to cross train everyone in the office to do the jobs of the other staff.	As new staff come into the Registrar's Office, they are cross trained and 60% so far of training has been administered.

Strategy 2: Decrease Training Turn-Around Time

Measure: Pre-test of computer skills before employment is offered.

Benchmark: 10% increase in the amount of time the new employee acclimates to the position.

Registrar

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
During the interview process of new employees their computer skills are examined to determine qualifications.	The Training time has been lessened due to the qualifications of new hires.	New employees are learning their responsibilities at a faster rate.

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?

Benchmark: 20% 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.

Registrar

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Due to the increase in student advisement with the Dean of Students Office, students are being advised in standard types of advisement in at least 30% sooner.	Student complaints are down because of the Customer Service Attitude the Academic Advisors have demonstrated. The addition of a former adjunct instructor in the North Georgia Center has helped with advisement. The training of some of the Center Directors in advisement has helped since they are former students.	Fewer complaints by students because of the timely manner in which responses are given and the attitudes of the advisors.

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: Coordinate with the Online Dean to inform online students about advising, add an artifact to online orientation to inform new students about advising, and email students when fall/spring registration opens to remind them of the availability of advisors.

Measure: Percentage of enrolled students who receive advising across delivery methods.

Benchmark: Advising numbers have typically been tracked as raw figures instead of percentages of enrolled students. The benchmark for raw number of advising appointments from the calendar year 2016 is 368 pre-scheduled advising appointments, a 48% increase from the 2015 calendar year. Since we have added another advisor, our benchmark for the 2017 calendar year is 400 advising appointments. The raw number of pre-scheduled advising appointments for 2017 will be reported, but to prepare for next year, advising appointments will also be reported as a percentage of enrolled students who received advising.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
581 students scheduled an appointment with an academic advisor. This makes up 37% of enrolled students during this time.	<p>No coordination took place with the Online Dean.</p> <p>Online Orientation was updated to include information about academic advising.</p> <p>An email was sent to offer advising services to students when registration opened.</p> <p>How can we better track students who drop in for advising? These students do not schedule appointments, and we do not have a way to keep up with all of these students.</p>	<p>181 students more than the established benchmark scheduled an academic advising appointment.</p> <p>From now on, benchmarks will be set for the academic year rather than calendar year. This will be more effective for goal setting.</p>

Dean of Students

Outcome 2: Educate and equip students to adequately manage their finances.

Rationale: To see financial stress alleviated in the lives of seminary students so they will be able to focus on serving the kingdom of God.

Strategy 1: Facilitate Compass classes.

Measure: Number of PREP classes and students participating in them. – PREP Compass classes teach excellence in managing student finances. Courses are held on the main campus and by video conferencing with extension center and online students.

Benchmark: Have at least 80 students participate in Compass classes.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
137 students completed the Compass classes.	34 students in Fall 2017, 72 students in Spring 2018, and 31 students in Summer 2018 not only participated, but “graduated” from the Compass courses. These results stem from new leadership in the PREP office, better promotion of the Compass courses, and offering the courses to online and extension center students.	The benchmark goal of 80 students was exceeded by 57 students. This is the highest number of students to complete the course in a single academic year. Since 2014, 281 students have completed the Compass class. The 137 students from this past year make up approximately 49% of the total number of students to complete the course.

Strategy 2: Conduct individual financial advisements.

Measure: Number of individual student meetings.

Benchmark: Have at least 40 individual student meetings.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
64 individual student meetings with 38 different students.	The PREP office held 64 meetings with 38 different students in the last academic year. A majority of these student meetings, 92%, were due to the loan certification process. In this process, all students requesting more than \$10,000 cumulatively in student loans are required to meet with a PREP employee. Still,	The PREP office held 24 more individual meetings than the benchmark of 40 meetings.

Dean of Students

	many students came to the PREP office to have one on one financial meetings with excitement for learning things such as budgeting and tracking spending.	
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Strategy 3: Connect students to professional financial advisors.

Measure: Number of professional advising meetings.

Benchmark: Have at least 20 students connected to professional advisors

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
36 students were connected to professional advisors.	The Ameriprise Financial Group professional advisors came to campus once in the Fall of 2017 and once in the Spring of 2018 to hold free, 30-minute meetings with students. 36 students met with the financial advisors in 2017-18, compared to 28 in 2016-17. This increase in attendance was a result of more strategic promotion to Compass students first, then the rest of the NOBTS student population. These meetings were also offered to webcam students.	16 more students attended a one-on-one meeting with a professional financial advisor than the benchmark of 20.

Outcome 3: Help NOBTS students, faculty, and staff develop and maintain a healthy and active lifestyle.

Rationale: To see health and fitness prioritized in the lives of NOBTS students, faculty, and staff so that they will be able to focus on serving the kingdom of God by living out 1 Corinthians 10:31.

Strategy: Coordinate a #HealthyNOBTS campaign with challenges, community, and classes.

Measure: Number of students, faculty, and staff participating in this campaign. #HealthyNOBTS challenges and classes that teach excellence in managing student, faculty, and staff health. Main campus and by video conferencing with extension center and online students (if this is possible?).

Benchmark: Have at least 60 students, faculty, and staff participate in #HealthyNOBTS by May graduation.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
46 students, faculty, and staff participated in a #HealthyNOBTS step challenge.	The step challenge did not start until the Summer following May graduation. Several participants in this program participated from extension centers. The Rec Coordinator had a meeting with faculty about including a health component in the curriculum of courses such as Spiritual Formation.	No improvement was made in relation to the benchmark as a result of a late start.

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: In addition to regularly promoting Campus Visits and Campus Preview in multi-channel media, a new Preview event will be added for Leavell College students. This event will target Leavell College juniors and seniors and encourage them to consider pursuing a graduate degree with NOBTS.

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 2017-2018 academic year will be 430 prospective student visitors. Last year’s result was 403 prospective student visitors.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
454	188 came on individual campus visits, 103 came to Campus Preview, 67 filled out cards at on-campus events (Greer-Heard, Defend, Counseling conference), and 96 came as a part of a group tour.	This benchmark was exceeded by 24. In future years more effort will be given to obtaining cards from those attending on-campus events.

Outcome 2: Increase Inquiries from Recruiting Trips

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

Strategy: Use drawings and attractions at larger events to increase traffic to the booth. At larger conferences, a messenger bag and set of NOBTS-related texts will be given away in a random drawing. The form will include a question asking if the person is interested in more information from NOBTS. At select events items from the Bible Museum will be displayed in the booth as an additional attraction.

Student Enlistment

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 2017-2018 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 2017-2018 academic year is 1,000. Last year’s result was 913 inquiries.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
1177 inquiries	Of these inquiries, 24% were collected at Together for the Gospel (279 inquiries) and 11% were collected at the SBC Annual Meeting (129 inquiries)	This benchmark was achieved with 177 more inquiries than benchmark and 264 more than previous year.

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: Emphasize the application during Preview by providing a \$1,000 scholarship for a randomly drawn applicant who applied during Preview. This offer will be stated publically several times during Preview as well as included in follow-up emails. There will also be an application booth during the Campus Expo offering personal help in starting the application.

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 2017-2018 is that 70% of attendees will apply to NOBTS. Last year’s result was that 67% applied.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
53% (57 total)	An additional 6% started the application but did not submit. 29 of the 57 applicants enrolled.	This benchmark was not achieved. A new strategy will be attempted next year.

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 2017 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 2018 were 8,288 and 171,000 titles respectively.	EbscoHost continues to build significant holdings in their digital products to which we subscribe.	The Religion Collection added 1,088 titles and the Academic Collection grew by 5,400 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.

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.

Library

Benchmark: Digitize 25 items or 600 pages annually

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
A total of 124 pages were scanned.	Due to budget constraints, the library was unable to employ a student worker to continue this work.	

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>
5.85 (Q# 15) and 5.95 (Q# 54)	Both results show a slight increase over the previous year (5.84/5.70).	The scores are trending in a positive direction.

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 media equipping in Leavell Chapel.

Rationale: The Media Services Department will look for ways to enhance the media platform for weekly chapel services, special events, and conferences. Chapel is a vital part of the seminary life and since chapel is also streamed live, the media equipment for chapel needs to be upgraded.

Strategy: Upgrade Equipment – The equipment will enhance the live, recorded archive files placed on the school website, and the livestream of chapel services and conferences.

Measure: The wireless mic system will be upgraded to a digital system as well as the front of house mixing console.

Benchmark: Add 3 upgrades or new digital components to media equipment.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<ol style="list-style-type: none"> 1. Added a new digital wireless mic system. 2. Added a new projection system that is HD. 3. Upgraded the monitor system. 	<p>This has enhanced the overall sound quality of events and services in the chapel and the visual is updated to a wide HD format from the 4:3 480 resolution. The monitor system upgrade has improved the stage experience for speakers and musicians.</p>	<p>This allowed our system to be upgraded to the new standards for frequency allocation with the FCC. The improved visual upgrades has allowed this aspect of chapel media to move into the 21st century.</p>

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

Rationale: The studio continues to be enhanced for recording course content for online delivery.

Strategy: Continue to expand the work of the media studio for course content, chapel services, and conferences.

Measure: The media department has been creating, editing, and distributing course content for core class overview videos while expanding to include teaching unit content videos as well. Chapel videos are also edited and distributed from the media studio. Conferences are captured and also edited from the studio.

Media Services

Benchmark: 50 (average of 2 per week during the Fall and Spring Semester) recorded and edited items for courses. A benchmark is a mark of progress, which is to be *quantifiably measurable*, not merely the completion of a process.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Added another MAC computer for editing.	The additional capacity to have two people to work on editing has doubled the amount of content we can produce in the studio for course content and editing chapel and conferences for distribution via YouTube or other avenues.	This has allowed the media department to complete 4 instead of 2 edited videos per week.

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: Conduct monthly staff meetings with Human Resource and Payroll personnel to review internal controls as recommended by independent auditing firm during risk assessment audit. Controls will be placed in written guidelines to ensure consistency through transition.

Measure: Attendance and minutes of meetings will be kept documenting attendees and internal controls discussed. Written procedures will be kept to ensure consistency in process through transition.

Benchmark: To obtain a copy of attendance and minutes of staff meetings. To review written guidelines of Human Resources and Payroll processing.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Monthly HR & Payroll staff meetings were conducted throughout the year with average 80% attendance.	An engaged staff intentional in monitoring and maintaining effective internal controls helped to shape productive and well attended meetings. Maintaining effective internal controls efficiently was an ongoing discussion.	90% attendance (average) for each monthly meeting.

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 employee manuals to ensure they are kept current – 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 80% of employees	Time constraints as well as employee changes in the office led to coming in under the goal.	We would like to meet with 100% of employees next year to continue to have the most up to date information as possible.

Strategy 2: Analyze credit card vendors that NOBTS uses to accept credit card payments for tuition and various departments.

Measure: A committee will meet to determine if it will be beneficial for NOBTS to change credit card vendors to increase efficiency and lower costs to the institution. The committee will look at vendors that meet our growing need for accepting credit card payments for tuition, various departments and conferences.

Benchmark: The committee will conduct three meetings discuss challenges and explore options in the credit card processing market.

Business Office

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Committee met one time.	During the year, the institution began looking to possibly replace our student information system (SIS). This decision heavily determines what credit card vendor we would use based on who has integration with the new SIS. We decided to wait until a decision is made about the SIS before further researching credit card vendor options.	We plan to meet two more times once a SIS decision is made.

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: Immunization and lab-work costs are increasing; therefore, it is top priority to lower each immunization billing price in NOBTS CLINIC or find other options for the NOBTS family to receive their specific immunization needed at the time of service requested.

Measure: A graph that will show the cost to the patient and which provider is the lowest cost available.

Benchmark: Exact percentages to show the results

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

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 1: Meet criteria to improve the Early Learning Center’s report card with the Louisiana Department of Education from Approaching Proficient to Proficient.

Measure: Observations from the Early Childhood Division of the Louisiana Department of Education, Agenda for Children, and Picard Center conducted throughout the academic year will determine performance profile scores. Observation scores will be accumulated and then calculated from all observations. To be considered Proficient, the observation scores must total between 4.5-5.99.

Benchmark: Official results for 2017-2018 Academic year will be available in November 2018.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Not met	<p>The teachers were observed by the Department of Education, Agenda for Children, and Picard Center approximately thirteen times from September 2017-May 2018, Because of a tragedy in early January 2018, all observations were affected from January-May 2018. Official results from the Louisiana Department of Education will be available November 2018.</p> <p>The teachers and staff responded to the tragedy in a professional and caring manner to the families and workers. Counseling was provided for staff and teachers.</p>	Observations to reach a proficient rating for school year 2018-2019 began in September 2018.

Strategy 2: Meet standards established by the Department of Education (DOE) 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 the Department of Education Division of Licensing were successfully completed—Department of Education performs annual observations and inspections to insure compliance.

Early Learning Center

Benchmark: Pass observations and inspections by Department of Education representatives.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Met	100% complete. Due to a tragedy in early January 2018, a greater than normal visits from the Department of Education specialists occurred.	As a part of their responsibilities, the Department of Education specialists will continue to visit at a greater than normal rate for the next four months.

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: The Post Office will remain in compliance with United States Postal Service rules and regulations for Contract Postal Units.

Rationale: The Post Office must adhere to USPS regulations to insure that mail reaches its final destination and to retain the privilege to ship mail as a Contract Postal Unit.

Strategy: We will clearly post and train employees on USPS regulations for dealing with hazardous materials.

Measure: Employees will complete hazardous material training twice a year.

Benchmark: All employees passed an oral examination on USPS regulation semi-annually.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of employees passed semi-annual examination on USPS regulation.	USPS requires the trainings, so it is crucial that we meet this benchmark	We will continue to pursue this goal each year to be in compliance.

Outcome 2: The Post Office will provide mail, shipping and fax services to the NOBTS community in a way that is fast, accurate and helpful.

Rationale: Mailing letters, shipping packages and faxing documents can be complicated, so Post Office employees must be able to help customers choose the services that best meet their needs and time requirements.

Strategy: We will begin using training videos to help employees grasp the basic elements of their job.

Measure: All new employees will be required to watch six training videos within two weeks of employment.

Benchmark: All new employees passed a practical test in which they demonstrated an ability to accurately execute the tasks covered in the training videos.

Post Office

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% of new employees completed training sessions and test.	With the many regulations with the USPS, it is critical that employees are properly trained, so a high priority is on this consistent training method.	With the high turnover is the Post Office, we will strive to continue the goal with all future employees.

Providence Guest House

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

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 – continue with purchase of mattresses on a rotating basis.

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

Benchmark: 20% new purchases – part of routine service

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
20% of mattresses replaced	Sufficient progress made	Continued progress of replacing mattresses

Facilities & Safety

Unit Purpose Statement: The purpose of facilities and safety is to provide a well-maintained, secure, and safe campus for all students, faculty, staff and guests.

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>
100% Complete	<p>Historically the Seminary has had on the average of 1.3% personally owned vehicles stolen from campus yearly. After implementing the security barricades this past year, there were no reported thefts or 0.0% of vehicle thefts.</p> <p>Historically the Seminary has had on the average of 2.1% bicycles stolen from campus yearly. After implementing the security barricades this past year, there were no reported thefts or 0.0% of bicycle thefts.</p>	

Strategy 2: Campus perimeter lighting – 80 fenced in acres of campus property implementing a combination of Halogen and LED lighting for night-time safety. This will be done over multiple stages.

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

Benchmark:

Facilities & Safety

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
90% Complete	Historically the Seminary averages .05% injury incidents yearly due to inadequate lighting. As of a result of deploying 90% of campus with adequate lighting, there were no reports of injuries. It is projected before the new fiscal year that the lighting on campus will be at or near 100%. We are continuing improvements with replacing Halogen lights with LED lighting, which has a much greater longevity and energy savings.	

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: Faculty Training is necessary to assist instructors to utilize updated functionality in the LMS.

Strategy: Provide Training and support for the change in line grading feature provided by Blackboard.

Measure: Attendance and survey from training opportunities.

Benchmark: 100% movement of faculty to the new tool and 80% satisfaction rating for training events.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>We had 100% adoption of the new Box software for grading in Blackboard.</p> <p>10 individuals attended training session for the new functionality but none completed the satisfaction survey.</p>	<p>Installation and migration was smooth with very few issues.</p>	<p>Training and documentation was updated for new functionality</p>

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

Rationale: Ongoing technology support is critical for the staff to use applications effectively.

Strategy: Upgrade all PowerCampus computers to Windows 10 and to upgrade PowerCampus/Selfserve to the latest version.

Measure: Number of computers successfully upgraded.

Information Technology Center

Benchmark: 95% of computers upgraded.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
100% PowerCampus computers were upgraded to Windows 10.	This project was successful on several fronts – from desktop operations to software support to securing potential vulnerabilities.	The new Operating System provided a more secure computer and allowed full use of the CPU and related hardware.
100% of PowerCampus computers were upgraded to version 8.8.2		The new PowerCampus version was successfully installed on the upgraded computers.

Outcome 3: Provide a secure digital environment at NOBTS.

Rationale: A digital secure environment is critical to protecting student & financial data and processes at NOBTS.

Strategy: Identify 3-5 steps we can take to improve the digital security for NOBTS.

Measure: Using the HEISC (Higher Education Information Security Council) security risk tool from Educause the ITC Network Administrator conducted will conduct an audit of the digital environment. This assessment tool was created to evaluate the maturity of 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: At the end of the year NOBTS will score a 2.5 or higher on the HEISC security risk tool.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
8 of the items from the HEISC were identified and steps were taken to address the security concerns.	We continue to see the need for digital security and are vigilant to learning ways/needs to protect our environment.	NOBTS HEISC score is now 2.4.

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 10%.

Strategy 1: New Giving Identities incorporating the Providence Fund as a portion of the donation. Timothy Plan and Barnabas Project.

Measure: We will meet quarterly to discuss level of involvement and donor engagement through database reporting.

Benchmark: Timothy Plan: 60 donors; Barnabas Project: 10 new donors

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Providence Fund Constituent Increased 3.89%	This year was successful in overall dollar growth for the Providence Fund. We communicated both giving identities through multiple channels but did not formally campaign.	Next year we must secure a major gift that we can leverage as a match for the Timothy Plan. We must also make personal contact with donors that actively support students and introduce them to the Barnabas Project.
Timothy Plan: 15 new donors		
Barnabas Project: 9 new donors		

Strategy 2: Legacy Brick Project will increase alumni and new donor engagement.

Measure: We will use actual brick donation totals as processed through the Legacy Brick gift page and manually as paper gift forms are submitted.

Benchmark: 120 new donors by end of FY '17-'18

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Legacy Brick Project: 147 new contributors	This was our inaugural year and believe it was successful.	We will have to actively campaign to alumni, recent grads, and donors escalating the participation next year. Develop a communication strategy.

Institutional Advancement Office

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 donor development efforts by keeping them on track through each development phase.

Strategy 1: New Donor contact: Encourage new donors to graduate their involvement by engaging the hearts and minds of new donors showing NOBTS's stewardship consistency.

Measure: IA Development Team will measure new donor growth quarterly by completion of new donor packets sent and follow-up contact by Director of Donor Relations.

Benchmark: All new donor personal contacts

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
New Donors: 369 new donors, 369 contacted	We did have a successful year personally contacting our donors	Enhance our new donor letter and have one more touch for new donors

Strategy 2: Contact Providence Fund donors by phone

Measure: IA team members to enter in contact information to database

Benchmark: 96% all Providence Fund donors contacted by phone

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
Providence Fund donors contacted: 81%	We fell short of this goal as we realized that we did not have enough telephone numbers of our donors to reach this target.	Increase database continuity by running phone append at least twice per year. This will help correctly reflect current telephone numbers. Also, we must continue to connect with our donors in all possible mediums, email, phone calls, text, and by letter.

Outcome 3: Increase Personal Donor Visits

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

Strategy: Off-site donor cultivation dinners.

Institutional Advancement Office

Measure: Donor dinners in 9 cities will be tracked as to cycle of donor development and effectiveness to attract new constituents' fiscal engagement in the Second Century Initiative.

Benchmark: 50 new donors

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
New cultivation dinner donors: 11	We executed several off-site dinners that proved to help potential donors understand how they could impact the future generation of Seminary students. We had a favorable response to our efforts but did not meet the expected return on investment from these events. Further cultivation efforts with the 11 donors is underway.	Develop a more robust blueprint for NOBTS off-site events.

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>
2017: 393	One additional regional chapter sponsored an alumni Reunion; attendance is affected by location of each regional chapter's Reunion (especially if tied to a state convention meeting or evangelism conference)	2016: 408 attended; attendance is affected by location of each regional chapter's Reunion

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.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
2018: 450	Dallas is closer geographically to our alumni, plus several SBC issues generated heightened interest; annual SBC location is beyond our control	It was the first year of the QIR; 2019 SBC location is Birmingham; possible 10% increase

Alumni Relations

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>
FY 2018 (Aug 2017 thru July 2018)	Total alumni who contributed to alma mater: 742 Total gifts given to alma mater: \$577,760.61	5% improvement for FY 2019

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>
2017: 16,320 birthday postcards mailed; 97 sympathy cards signed and sent	Daily electronic birthday cards were emailed in 2017 to every alum for whom we have DOB; responses were received weekly from recipients around the world	The mailing of birthday postcards and daily sending of electronic birthday cards has been discontinued for budget issues

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

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
None	The annual alumni officers training workshop was canceled	This event has been discontinued for budget issues

Outcome 2: Expand Participation Among Alumni Supporting Their Alma Mater

Rationale: The Alumni Relations Office is the primary contact between alumni and NOBTS. The Centennial Celebration offers a unique opportunity to increase involvement of alumni in their alma mater.

Alumni Relations

Strategy 1: Increase total number of alumni participating in regional alumni Reunions and the summer National Alumni and Friends Luncheon.

Measure: We keep attendance records reported from the regional alumni chapter Reunions and the National Alumni and Friends Luncheon.

Benchmark: We would like to see a 10% increase in attendance.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
See above reports	As above.	As above. It was the first year of the QIR.

Strategy 2: Increase total number of alumni participating in regional alumni Reunions and the summer National Alumni and Friends Luncheon.

Measure: We keep attendance records reported from the regional alumni chapter Reunions and the National Alumni and Friends Luncheon.

Benchmark: We would like to see a 10% increase in attendance.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
FY 2018	Total alumni who contributed to alma mater: 742	5% increase

Strategy 3: Increase the total amount given by alumni to their alma mater.

Measure: We keep records via annual reports from Raisers Edge regarding the total amount contributed by alumni to any aspect of their alma mater.

Benchmark: We would like to see a 10% increase in total amount of alumni contributions to their alma mater.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
FY 2018	Total gifts given to alma mater: \$577,760.61	10% increase

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 1: Our office will utilize the Centennial Celebration theme to invite denominational representatives from State Conventions to attend our Life Beyond Seminary event and have meaningful conversations with our student body.

Measure: Our office will provide the appropriate forms for the denominational representatives to track their conversations with students, especially highlighting those that will potentially lead to job placement.

Benchmark: Attendance – Ten representatives from various ministries within the SBC each having ten meaningful connections with students for a total of 100 purposeful conversations.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
We had 6 representatives participate.	I came on staff just after the event so I do not have any input regarding the input or outcome.	I am already planning for the event in 2019.

Strategy 2: Promote the Resume service provided through the CMR office by visiting every class at the beginning of the fall semester.

Measure: The monthly CMR Report will track any increase in student account activations.

Benchmark: An increase of 20% in student activations from the previous year during the same time frame.

Church-Minister Relations

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
I do not know if this happened because I did not join the staff as the CMR Consultant until Feb. 15 th , 2018.	I have none due to my employment start date.	

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: Our office will utilize the Centennial Celebration theme to invite DOMs and Staff Search Teams from surrounding Baptist Associations to highlight the churches within their associations in need of staffing.

Measure: Our office will provide the appropriate forms for the Ministry Representatives to track their conversations with students, recording each student's name and email address.

Benchmark: Attendance – 100 students engaging in meaning conversations with the Ministry Representatives that are present for the event.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
I have no knowledge of this.	My predecessor did not discuss this with me prior to his departure.	N/A

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: 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 8 national digital awareness campaigns (with at least 500,000 impressions) and run at least 2 National Print Campaigns.

Public Relations

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
We ran 9 national digital awareness campaigns and yielded 400,166 impressions. We ran 4 national print campaigns.	While our numbers were good, the tracking code did not work out due to complications integrating with SE and Registrar’s databases.	We are moving the bulk of our digital ads to social media due to: better metrics reporting, stronger brand-building inherent in the platforms, and greater overall reach.

Strategy 2: Measure marketing resources – Since the rebrand (2015) NOBTS marketing has been focused on awareness—a critical aspect of our brand. While we plan to continue creating awareness, we will now shift to evaluating which marketing resources are most valuable. Specifically, this will entail tracking marketing dollars spent as well as tracking influence through conversions.

Measure: Tracking dollars spent will be a three-step process of building a comprehensive marketing tracking strategy (including tracking codes and landing pages); implement the necessary tools (code or specific calls to action) in the right place (website, landing pages, etc.); and testing which outlets perform better. The result of this marketing tracking strategy is to isolate the channels that provide the strongest ROI.

Alternatively, tracking conversions will look at (1) clicks for content and (2) email signups. Unlike Strategy 1, there is no direct “buy” associated with these conversions. Rather, these are on-ramping tools. Individuals who convert here are interested in hearing more from us and show this by opting in to a funnel we can use to continue communicating with them.

Benchmark: The primary benchmark will be have tested and implemented 3 working funnel by year’s end. These may include funnels for event or specific aspects of the school (the apologetics program, etc.).

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
We tested and implemented 9 funnels.	Many of the measure factors remain outside of PR’s control and outside of the control of Enlistment. We will still attempt to utilize some of these theories, however, we don’t currently have the data tools to fully utilize these concepts and strategies.	The integration attempt took a lot of time and did not yield anything, so the following year we will focus more on outcomes we can directly influence.

Public Relations

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 1: 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 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 – 160,000 Facebook impressions per month; 5,000 Facebook engagements per month, and 40,000 Twitter impressions per month

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>We averaged 190,000 Facebook impressions per month.</p> <p>We averaged 6,300 Facebook engagements per month.</p> <p>We averaged 44,300 Twitter impressions.</p>	<p>Our completers have an engage ratio of around 25:1 (25 engagements per post). Our ratio is around 40:1 (40 engagements per post).</p> <p>We are especially pleased with these indications of brand trust seen in the engagement ratio.</p>	<p>We are moving the bulk of our digital ads to social media due to: better metrics reporting, stronger brand-building inherent in the platforms, and greater overall reach.</p>

Strategy 2: Monthly email newsletter – The PR office launch a monthly email-based newsletter, Current, to help build brand trust and loyalty among seminary constituents. The email will serve as a vehicle of the core values and brand of the seminary with compelling features, news articles, giving opportunities, and events notifications. Current will have two

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segments for the first year – (1) alumni and donors, and (2) current students. The primary content will remain the same, however, the segment allows for portions of the email to be dedicated to a specific audience (i.e. giving asks, or student-related communication).

Measure: We will measure the completion of the task, email open rates, and click rates.

Benchmark: Produce 12 issues of Current for two segments with at least one new article per issue – (1) alumni and donors list; and (2) current student list. Generate an open rate of 22 percent or higher (industry average), and generate a click rate of 2.63 percent or higher (industry average) for alumni and donors. Generate an open rate of 22 percent or higher (industry average), and generate a click rate of 2.63 percent or higher (industry average) for alumni and donors.

<i>Results</i>	<i>Reflection on Results</i>	<i>Improvement</i>
<p>We produced 10 issues of Current rather than 12.</p> <p>The alumni/donor list produced a 24.9% open rate and a 2.6% click rate.</p> <p>The student list produced a 35.3% open rate and a 4.28% click rate.</p> <p>Combined list rates: 30.1% open rate and 3.44% click rate.</p>	<p>The office produced only 10 for two reasons: the office was unable to obtain the proper lists in time for the August 2017 issue and the decision was made to combine the June and July issues. Very little segmenting of articles happened due to the increase workload the Centennial brought to the PR staff.</p> <p>Both lists yielded strong open rates which were well above the national average. While the alumni/donor list missed the national average click rate by .03%, the student list exceeded our expectation in both open rates and click rates. Both lists yielded lower results during December than in any other month.</p> <p>The overall picture is that Current is strong addition to our communication toolbox.</p>	<p>We will strive to maintain the 30% overall open rate and 3.44% click rate, but set a dream goal of 3.5% open rate.</p> <p>Improvement in the open rate will be contingent on the interest generated by the articles. We will assess the most successful click rate articles and attempt to produce additional articles of that type. Perhaps even tailor different posts to the two list segments.</p>