



**NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY
AND LEAVELL COLLEGE**

ASSESSMENT MANUAL

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INTRODUCTION

Mission Purpose Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Assessment Manual Purpose Statement

The purpose of this manual is to provide a clear guide for the overall assessment process of New Orleans Baptist Theological Seminary and Leavell College (NOBTS). The manual contains appropriate description, instruction, and forms for the assessment process for NOBTS as it pertains to each academic and administrative unit of the institution and for the evaluation of institutional personnel.

Overview of Institution

New Orleans Baptist Theological Seminary is a private educational institution owned by the Southern Baptist Convention. Founded by the Southern Baptist Convention in 1917, the Seminary serves the needs of the denomination by training future ministers and denominational workers for its churches and other ministries.

The College and Seminary fulfill the school's mission by offering certificates as well as associate, baccalaureate, master, and doctoral degrees in various Christian studies disciplines including pastoral ministry, Christian education, theology and history, biblical studies, church music, and church and community ministries. Leavell College also offers general education courses as required by SACSCOC.

The main campus of the institution is located at 3939 Gentilly Boulevard, New Orleans, LA 70126. In order to provide training to Baptist ministers already engaged in local ministry positions, the Seminary has established extension centers in Louisiana, Mississippi, Alabama, Georgia, and Florida. The Seminary also has developed a distance education program that enables ministers anywhere in the world to receive training via an online format. The Seminary's enrollment is approximately 2,900 students, which is a combination of certificate, undergraduate, graduate, and post-graduate students.

The Seminary admission policies are selective in nature. Admission is restricted to students who demonstrate a call from God and have achieved the requisite educational requirements and several other admission criteria. Some admission policies vary by degree. Entrance requirements are listed in the Catalog.

ASSESSMENT

Assessment is necessary for institutional improvement, and we desire to continue to communicate and embrace a culture of assessment and improvement. NOBTS regularly reviews its academic program and unit assessment processes to clarify outcomes, benchmarks, strategies, measures, analyses, actions and quality improvements. That process is explained below.

The Seminary fosters an institution-wide culture of assessment. As an institution, we maintain our desired culture of assessment in every area of evaluation, in order to close the loop and demonstrate quality improvement on an ongoing basis. The Institutional Effectiveness Office and various other academic and administrative officers, as well as our faculty continually review our processes, enabling us to focus on our desired culture of assessment that demonstrates improvement based on data analysis. We have tightened our process so that it is simple, sustainable, and successful, and most importantly, so that it fosters the desired culture of assessment.

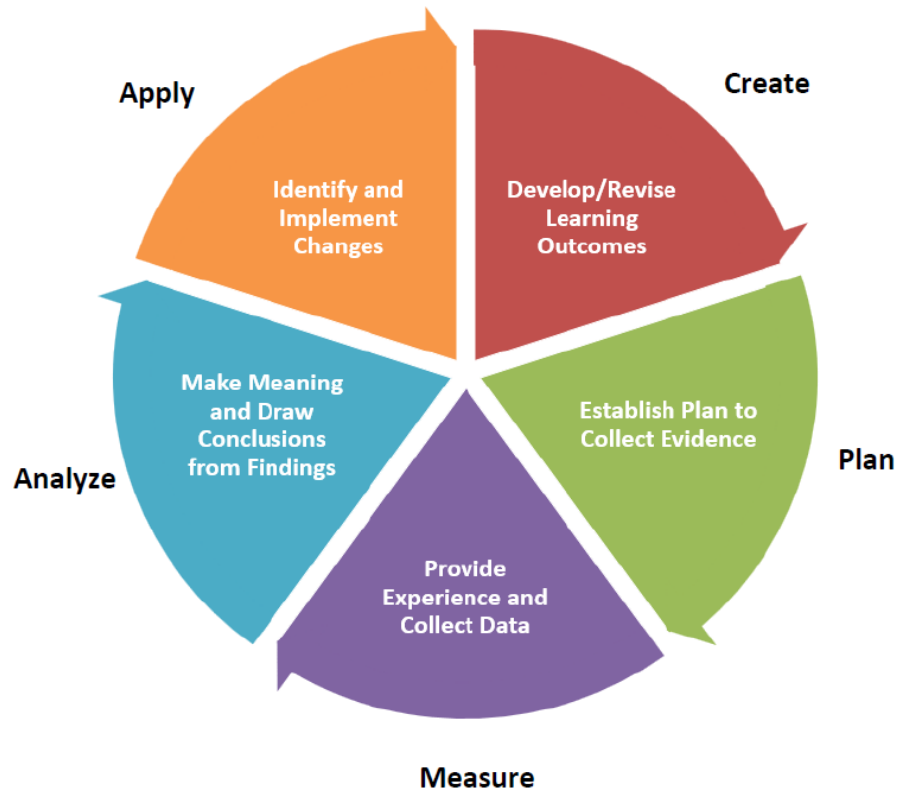
This assessment manual is designed to keep assessment as a major focus of the institution. The assessment at every level and in every area must seek to answer the following questions:

- i. *Where are we heading?* (Our institutional Mission Statement and our administrative and academic unit Purpose Statements)
- ii. *What will it take to get there?* (Developed goals: institutional goals, a Strategic Plan, and measurable goals for each administrative and academic unit plus student learning outcomes for each course and degree at both the graduate and undergraduate level)
- iii. *How do we measure our progress?* (Measurable tools for assessment)
- iv. *What is the analysis of our measurements?* (Systematic assessment based on data)
- v. *What adjustments do we make to our **programs** and **processes** to demonstrate ongoing quality improvement?* (Plans and actions on assessments to demonstrate quality improvement)

Assessment at NOBTS and Leavell College is cyclical in nature, and our assessment process allows us to make continuous improvement as we **create** specific learning outcomes (SLOs) for our academic programs and outcomes for our units, **plan** assessment strategies to help us reach the outcomes, **measure** data collected as part of a learning experience, **analyze** the data to reflect on the numbers and draw conclusions from the findings, and **apply** the data to implement meaningful changes that will affect positive change. The annual (units) or biennial (academic programs) reviews trigger the start of a new cycle as stakeholders update, revise, or create outcomes based on the data of the previous cycle.

The graphic on the following page illustrates the basic assessment process we utilize to assess all academic programs and non-academic units.

NOBTS and Leavell College Assessment Process



Institutional Assessment

All assessment derives from the institution's mission statement: New Orleans Baptist Theological Seminary and Leavell College prepare students to walk with Christ, proclaim His truth, and fulfill His mission. Flowing from that mission statement is the school's strategic plan (see Appendix A for the current strategic plan).

The strategic plan, developed collaboratively by multiple stakeholder groups and approved by the school's Board of Trustees, provides broad direction for the school to achieve its mission. In order to assess the efficacy of the institutional goals set forth in the strategic plan, specific metrics and benchmarks have been set and are assessed annually. Members of the president's cabinet, in conjunction with the Office of Institutional Effectiveness, gather and compile the data based on the metrics, after which the cabinet analyzes the data and creates action plans for the next assessment cycle. The strategic plan assessment grid (see Appendix B) mirrors the assessment grids used for academic program assessment and non-academic unit assessment such that assessment across all areas of the institution is consistent.

Academic Degree Program Assessment

NOBTS has adopted the following process to ensure that students are achieving basic goals in their degree program and to assure the strengthening of a culture of assessment for our Seminary. The process is overseen by the Office of Institutional Effectiveness and the Assessment Oversight Committee. The purpose of the assessment of the degrees is to evaluate the effectiveness of the degree programs and recommend degree revisions or other changes that need to be made to ensure the students achieve the program student learning outcomes.

The seminary uses a faculty jury system to identify strengths in the academic programs, processes that should be sustained, and weaknesses that must be improved. More importantly, the plan is sustainable so that ongoing evaluation and analysis are anticipated and a culture of assessment is maintained.

The basic program assessment process is as follows:

1. The graduate divisional associate deans and Leavell College Dean work with the Provost to appoint program coordinators to oversee the assessment of their respective degree programs. For new academic programs, the program coordinators meet with the Director of Institutional Effectiveness to create initial assessment plans. Assessment plans must address all components on the institution's assessment grid (see Appendix C). The assessment plans then are discussed and approved by the respective academic divisions. For existing academic programs, the program coordinators and the Director of Institutional Effectiveness meet annually to review the assessment plans. The Director of Institutional Effectiveness also communicates regularly with program coordinators to inform them of important assessment updates.
2. In the spring semester of the year for which a jury is to be conducted, the program coordinator works with members of his or her division to ensure that all artifacts have been collected and assessed and to add the data to the assessment grid. All data is disaggregated by semester and location. He or she provides an initial reflection of the assessment results. Then, he or she enlists jury members to include himself or herself along with at least two others for a minimum of three jury members. At least two of the jury members must be trustee-elected or presidentially-appointed. The jury members decide on a date to hold the jury.
3. During the jury, the members review and reflect on the data, providing a narrative response to explain any trends or anomalies. They also determine if the data met or did not meet the benchmarks, particularly as relates to any action plans of the previous jury. They then analyze the data results and create specific action plans that can lead to improvement in learning.
4. After the jury, the program coordinator completes the assessment grid, adding an executive summary at the end. The completed grid is sent to the Director of Institutional Effectiveness, who reviews the grid and then uploads it to the institution's Institutional Effectiveness webpage.
5. Each year, the Assessment Oversight Committee, using an assessment rubric for peer assessment (see Appendix D), conducts a meta-analysis of a sample of

completed program assessment grids as a means of assuring consistency in unit assessment.

The degree program assessment cycle in Appendix E shows the schedule for a biennial evaluation of all degree programs and general education competencies.

A note about the sampling of artifacts for large class sizes: because many of our courses containing embedded assignments are large, the collection and assessment of embedded assignments can be overwhelming. To that end, the Assessment Oversight Committee approved a system for the sampling of artifacts to

- Increase consistency in sampling across divisions.
- Produce results that more accurately reflect student learning outcomes and are not skewed because of “outliers.”
- Produce results that are a sufficient sample to be statistically relevant, as has been discussed multiple times in AOC and during the degree program juries.
- Create a sustainable process that avoids overwork by faculty members who assess the embedded assignments/artifacts.

A copy of the sampling system can be found in Appendix F.

Undergraduate General Education Competency Assessment

Leavell College of New Orleans Baptist Theological Seminary has identified three general education competencies:

1. Critical Thinking – Students will develop the ability to recognize, analyze, critique, and synthesize arguments.
2. Oral Communication – Students will develop and deliver oral presentations clearly and effectively across a variety of contexts.
3. Written Communication – Students will communicate effectively in writing across a variety of contexts.

These competencies more specifically address the purposes of the general education program at Leavell College. They also support the mission of Leavell College and the New Orleans Baptist Theological Seminary.

General education assessment follows the same process as program assessment: it has a program coordinator, it uses the same assessment grid as academic programs (see Appendix C), and it is assessed on a biennial basis and thus is included as part of the degree program assessment cycle (see Appendix E).

Non-academic Unit Assessment (Quality Improvement Report)

To assist in the development of our comprehensive assessment plan, the IE staff developed a template (see Appendix G) for use by our units in documenting their Quality Improvement Report (QIR). This common template, which mirrors the assessment template used for all institutional assessment, is used across all units in gathering, measuring, and analyzing data so that decisions can be made based on the data gathered. Each fall when the templates are sent to the units, unit directors receive a document with instructions on completing the QIR, and time is set aside during fall back-to-school activities for unit directors to meet with members of the IE staff for questions related to the completion of the QIR.

The pattern for the QIR process is as follows:

1. Each unit develops its unit purpose statement. The purpose statement describes why the units exist in relation to the school's overall mission.
2. The unit creates outcomes needed for the unit to accomplish its unit purpose statement. Each unit must have at least one measurable outcome, though the IE office encourages two to three measurable outcomes.
3. A rationale statement accompanies each outcome; this rationale provides the units the opportunity to justify their outcomes as they relate to the unit purpose statement and, ultimately, to the school's mission statement.
4. The unit then indicates how each outcome aligns to one of the four pillars of the mission statement or one of the goals of the institution's strategic plan.
5. For each outcome, units determine specific measures for each outcome. The measures can be direct or indirect measures, and each outcome must have at least one measure.
6. For each measure, the units set benchmarks. The benchmarks serve as criteria for success and must be specific.
7. Once the data has been collected, the unit director reports, summarizes, and analyzes the data using professional judgment.
8. The analysis leads to decisions for specific actions that lead to quality improvement for the unit.
9. When the unit meets again the following fall, it determines if and how the action plans it took (see step 8) demonstrate change.
10. To "close the loop," the unit determines what further action needs to be taken to continue the process of assessment and quality improvement, so the process is repeated.
11. Each year, the Assessment Oversight Committee, using an assessment rubric for peer assessment (see Appendix D), conducts a meta-analysis of a sample of completed QIRs as a means of assuring consistency in unit assessment.

The Assessment Plan requires the participation of all of the people on the team from Trustees to the smallest unit in the organization. Each academic and administrative unit of the Seminary,

under the oversight of the various members of the Cabinet, is responsible for assessing prior year goals and making plans of action for improvements based on assessing, revising, or setting new goals for the coming year. Attention is paid to measurable goals whose accomplishment promotes continual improvement in the administrative area. Each unit of the seminary is assessed annually.

Following is a list of QIR contributors:

President's Office

Provost's Office

Office of Institutional Effectiveness

Graduate Dean's Office

Academic Divisions

Division of Biblical Studies

Division of Church Ministry

Division of Counseling

Division of Theological and Historical Studies

Academic Programs

Research Doctoral Program

Professional Doctoral Program

Office of Distance Learning and Prison Programs

Accelerated Programs

Mentoring Program

Research Centers and Institutes

Baptist Center for Theology and Ministry

Caskey Center for Church Excellence

Center of Archeological Research

Center for New Testament Textual Studies

Global Missions Center

Institute for Christian Apologetics

Institute for Faith and the Public Square

Jim Henry Leadership Institute

Leavell Center for Evangelism and Church Health

Leeke Magee Christian Counseling Center

Youth Ministry Institute

Leavell College

Academic Services

Student Services

Library

Media Services

Enrollment Management

Admissions

Registrar & Student Success

Financial Aid
Communications
Business Affairs
Human Resources
Business Office
Operations & Auxiliary Services
Safety & Security
Information Technology Center
Institutional Advancement Office
Institutional Strategy
Alumni Relations

Assessment Oversight Committee

One of the standing faculty committees of the institution is the Assessment Oversight Committee (AOC). The committee gives oversight to the assessment activities of the graduate divisional faculty for graduate degrees and the Leavell College faculty for the undergraduate degrees.

Assignment

- (a) Provide faculty oversight of the institutional assessment process. Offer leadership to various institutional units in the assessment process to ensure the continued effectiveness of the institution in fulfillment of its mission. Attend ATS and SACSCOC meetings upon request.
- (b) Graduate and Associate Dean of Graduate Studies, Dean and Associate Dean of Leavell College: Serve in an advisory role, guiding the AOC in the oversight of the institution's assessment process.
- (c) Graduate Divisional Associate Deans: Serve in an advisory role, guiding the AOC in the oversight of the institution's assessment process, and lead the assessment process of the respective division.
- (d) Graduate Division and Leavell College Assessment Liaisons: Support the assessment process of the respective division. This includes assisting in the collection and assessment of artifacts, serving on faculty juries, and communicating assessment policies to the Divisional Associate Dean.
- (e) Institutional Effectiveness Staff: Provide leadership, research, and support for the assessment and accreditation process. Present recommendations to the AOC for approval by the faculty. Staff are non-voting members.

Membership

Associate Vice-President for Accreditation and Assessment, Provost, Dean and Associate Dean of Graduate Studies, Dean and Associate Dean of Leavell College, Graduate Divisional Associate Deans, and the Institutional Effectiveness (IE) staff.

Membership also will include at least one faculty representative from Leavell College and each graduate discipline (Biblical Studies, Counseling, Theological and Historical Studies, Church Ministry, Christian Education, and Church Music), representative from the Dean of Students Office, a representative from the Library, and a representative from the Business Office, serving a minimum of two years. The President serves as an ex officio member. The Associate Vice-President of Accreditation and Assessment (AVPAA) will serve as the chair of the AOC as long as the AVPAA is a faculty member and the committee is faculty driven.

PERSONNEL EVALUATION

One means of assessment is our regular review of all institution personnel. The processes for assessing personnel are explained below.

Trustee Board and Evaluation

The Board of Trustees of the Seminary is responsible for annually evaluating its own work (see blank survey in Appendix H) in its meetings and regularly assessing the performance of the President of the Seminary (see blank form in Appendix I). The work of the Board and the President are assessed in each spring meeting. These evaluations are recorded in the minutes of the spring meetings of the Trustees. The process is contained in the Trustee Manual.

President's Cabinet and Evaluation

Annually, the Cabinet, under the leadership of the President, sets, evaluates, and makes needed changes to the long-term goals of the institution based on the institutional mission through the Strategic Plan for the Seminary. Each year in January, the Cabinet sets, evaluates, and makes needed adjustments to the strategic initiatives of the Seminary based on the institutional goals. These initiatives give the Seminary one- to five-year objectives to accomplish its mission and goals. Their assessments are documented in the Cabinet minutes. The Cabinet looks at the Strategic Plan regularly, typically in January and August. The Strategic Plan is the big picture, long-term goals that set the course of the Seminary under the direction of the Board and the execution of the Administration.

The remainder of the Seminary family, including administrators, faculty, and staff, must be involved in assessment to develop and maintain the needed institution-wide culture of assessment. The President sets the pattern by evaluating the members of the Cabinet annually. His policy statement is as follows.

President's Evaluation Policy for the Cabinet

Each year the President conducts a performance evaluation of members of the Cabinet. This review will normally take place between June 1 and July 31.

Questions

1. Rank your leadership and management of your department and provide any comments you might have to explain your ranking.
2. How well do you work with other members of the President's Cabinet?
3. How well do you embody the mission principles of servanthood, devotion, proclamation, and mission?

4. How engaged are you with the regular activities and events of the institution? (e.g. student life events, preview days)
5. How engaged are you in the academic guild through classroom performance, conference attendance, presentations, publishing, etc.? (when applicable)
6. How engaged are you in the regular attendance and activities of your local church and/or churches outside of your church?
7. What were the most significant things you accomplished this year?
8. What are some demonstrable areas of improvement for your department, and what needs to be accomplished in the next year?
9. What were the most significant struggles you faced in your work?
10. How do you feel your team is functioning?
11. How can I best support and serve you and your team?
12. Are there any areas in your performance that you could improve?
13. How is your load wearing on you? Your family?

For other senior administrative officers, the policies are as follows:

Provost's Evaluation Policy for Senior Administrators

Each year the Provost conducts a performance evaluation of senior members of his staff: This review normally takes place in the spring. The questions used in the evaluation are as follows.

- 1) What were the most significant things you accomplished this year?
- 2) What are some demonstrable areas of improvement for your department?
- 3) What were the most significant struggles you faced in your work?
- 4) What needs to be accomplished in your department in the coming year?
- 5) How do you feel your team is functioning?
- 6) How can I serve you better as a manager?
- 7) How can I best support and serve you and your team?
- 8) How is your load wearing on you? Your family?
- 9) Provide specific goals for the upcoming year.

VP for Business Administration's Evaluation Policy for Senior Staff

Each year the VP for Business Administration conducts a performance evaluation of senior members of the Business Administration Staff. This review normally takes place between January 15 and February 15. The Employee Assessment form (Appendix J) is used to complete this annual review.

Vice President for Institutional Advancement's Evaluation Policy for Senior Staff

The Office for Institutional Advancement is responsible for assessments of the Institutional Advancement Office.

Each year a Director assessment is completed (see Appendix K). These are face-to-face meetings with a completed assessment form to review with the Director of Development, the Director of

Stewardship, the Director of Development Services, and the Director of Alumni Engagement. Each Director's assessment form is designed with the senior staff member's duties in mind.

Should a Director be assessed as below average, the Director is given the opportunity to write comments and sign the assessment form. This becomes part of his or her personnel file. The Director is given an opportunity to correct the noted deficiencies.

A follow-up assessment is then scheduled and completed in 90 days to see if there are improvements. If the Director has made sufficient improvements, then the Director will next meet for the annual assessment.

If the Director is not making progress toward the needed improvements, the Vice President for Institutional Advancement may choose to give one more 90-day extension.

Each year an employee assessment is completed for non-director-level employees. These are face-to-face meetings with a completed Employee Assessment Form (see Appendix J) to review with all the team members.

Should an employee be assessed as below average, they are given the opportunity to write comments and sign the assessment form. This becomes part of his or her personnel file. The employee is given an opportunity to correct the note deficiencies.

Vice-President of Spiritual Formation and Student Life's Evaluation Policy for Senior Staff
All employees in the Office of Spiritual Formation and Student Life are evaluated annually, using the Employee Assessment Form (see Appendix J). The Vice-President of Spiritual Formation and Student Life (also known informally as the Dean of Students) evaluates the senior staff (Assistant Dean of Students for Student Life, Assistant Dean of Students for Student Affairs, and Assistant Dean of Students for Spiritual Formation). The Assistant Dean of Students for Student Life evaluates all front desk employees, the Campus Life Coordinator, the Campus Common Grounds Coordinator, the Recreation Life Coordinator, the Women's Life Coordinator, and the College Life Assistant. The Recreation Life Coordinator evaluates all employees working in the Rec Center.

The Vice-President of Spiritual Formation and Student Life, working with the Associate Deans, reviews the evaluations and initiates any action deemed necessary to address or correct deficiencies. Completed evaluations are submitted to the business office's Human Resources Officer.

Faculty Evaluation

As a part of the annual institutional planning and evaluation cycle, all Seminary faculty undergo an annual evaluation to identify areas of strength and weakness and set goals for improvement. The criteria for faculty evaluation include

- (a) personal discipleship
- (b) church, community, and denominational service
- (c) instruction and student engagement
- (d) faculty development

The primary intent of the faculty evaluation process is to offer feedback and constructive suggestions for improvement; however, it is a factor in recommendations concerning tenure, step increases, and promotion in rank. The annual evaluation process consists of the following elements.

Student Evaluation of Instruction

Students in all classes at all degree levels and in all delivery systems are asked to fill out a course evaluation form (see Appendix L) online toward the end of each semester to provide input from the student on both the course and the instructional expertise of the faculty member. The evaluations and comments from each class are compiled and both the original evaluations and the summary compilation are collected by the Institutional Effectiveness office who will submit copies to the appropriate Dean and the Provost. The student evaluation forms are one indirect assessment in evaluation of curriculum and of faculty instruction, and are a factor in consideration for tenure, step increases, and promotion in rank.

Direct Assessment of Faculty

Each spring, faculty members complete a self-evaluation form (see Appendix M). The Divisional Associate Dean or Leavell College Dean then will meet with each faculty member for a confidential evaluation, reviewing and discussing the self-evaluation report. If the faculty member and Divisional Associate Dean/Dean disagree on an aspect of the evaluation, the faculty member has the opportunity to identify his or her point of disagreement in writing.

For graduate faculty, the annual evaluation process will be led by the Divisional Associate Dean under the supervision of the Dean of Graduate Studies. The forms for annual evaluation will be distributed directly to each faculty member from the Office of Graduate Studies annually in the spring semester. The Divisional Associate Dean will schedule an appointment to discuss each professor's evaluation privately with the faculty member. The Divisional Associate Dean and faculty member will complete the divisional evaluation form. The Divisional Associate Dean, upon completion of all evaluations will schedule an appointment with the Dean of Graduate Studies to discuss his personal and all division faculty members' evaluations. All divisions will complete this process by the spring graduation exercise. The Dean of Graduate Studies will summarize the evaluations noting achievements and challenges for a document

which is shared with NOBTS Administration. The completed annual faculty evaluation forms will be stored electronically in the respective Academic Deans' offices.

For Leavell College faculty, the annual evaluation process will be led by the Dean of Leavell College. The forms for annual evaluation will be distributed by the Leavell College office annually in the spring semester. The Dean will schedule an appointment to discuss each professor's evaluation privately with the faculty member. The Dean of Leavell College will summarize the evaluations noting achievements and challenges for a document which is shared with NOBTS Administration. The completed annual faculty evaluation forms will be stored electronically in the Institutional Effectiveness Office. Summary reports of the results of the Division Chair interviews are forwarded to the appropriate Dean and to the Provost for their use in recommendations and decisions on promotion and tenure, etc.

Adjunct Faculty Evaluation

Adjunct faculty play a critical role in the education of our students and thus are evaluated regularly. The statement of process is as follows:

The Associate Dean of Graduate Studies, the Associate Dean of Leavell College, and the Director of Distance Learning and Prison Programs will ensure that every adjunct is evaluated with the appropriate form using the process below. Adjuncts will be evaluated at least once in an academic year in which they teach.

1. A peer evaluator sits in on the class for at least one hour of teaching and fills out the Adjunct Instructor Peer Evaluator Form (see Appendix N).
2. The peer evaluator discusses the completed form with the adjunct and gives him or her a copy if desired.
3. A signed copy of the completed form for graduate adjuncts in all sites and delivery systems is sent to the Associate Dean of Graduate Studies. For undergraduate adjuncts, the signed form is sent to the Associate Dean of Leavell College. These original forms are placed in the files of the adjuncts as appropriate. The Graduate and Undergraduate Deans maintain the adjunct files on campus for the adjunct faculty.
4. Online adjunct instructors complete an Online Adjunct Instructor Self-Evaluation form (see Appendix O). The Associate Dean of Graduate Studies or the Associate Dean of Leavell College communicates with online adjuncts regarding the self-evaluation form at the request of the adjunct or if the respective Associate Dean feels a conversation is merited once he or she has reviewed the completed form. The completed self-evaluation form is maintained in the online adjunct instructor's personnel file.

Staff Evaluation

The statement from page 25 of the Employee Personnel Guide describes the policy for staff evaluation is clear and concise:

Depending on the employee's position and classification, New Orleans Baptist Theological Seminary and Leavell College endeavors to review performance annually. However, a positive performance evaluation does not guarantee an increase in salary, a promotion or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, and demotions, are determined by and at the discretion of the administration.

In addition to these formal evaluations, the Seminary/College encourages employees and supervisors to discuss job performance on a frequent and ongoing basis.

The instructions for the supervisors are as follows. Each department supervisor will use the Employee Assessment Form (see Appendix J) page to assess his/her employees in the spring, after which he/she will return his/her assessments to the Human Resources Office by the end of May. Following are a few suggestions/comments concerning the process:

1. The supervisor will print and complete an assessment for each employee. After they have completed the assessment, they will meet with the employee to do a quick review of the assessment and provide the opportunity for him/her to add comments, then he/she will sign the assessment.
2. This process is an objective assessment of the employee. It should not take much time, but it will provide the supervisor and the employee with an overview of his/her job performance and the opportunity to express comments.

A list of evaluators follows.

Trustees

*President**

Cabinet

*Provost**

Caskey Center

Dean of the Libraries

*Dean of Graduate Studies**

Associate Dean of Graduate Studies

Director of PhD

Director of DMA

Associate Dean of ProDoc

Academic Divisions

Biblical Studies

*The Michael and Sara Moskau Institute of Archeology-Center for
Archeological Research*

H. Milton Haggard Center for New Testament Textual Studies
Theology & History
Institute for Christian Apologetics
Baptist Center for Theology and Ministry
Institute for Faith and the Public Square
Church Ministry
Supervised Ministry & Mentoring Programs
Global Missions Center
Leavell Center for Evangelism & Church Health
Youth Ministry Institute
Counseling
Leeke-Magee Counseling Center
*Dean of Leavell College**
Director of Distance Learning and Prison Programs
Associate Vice-President for Accreditation and Assessment
Institutional Effectiveness
*Vice-President of Spiritual Formation and Student Life**
Assistant Dean of Students for Student Life
Assistant Dean of Students for Student Affairs
Assistant Dean of Students for Spiritual Formation
*Vice President for Business Administration**
Business Office
Human Resources
Director of Facilities & Safety
*Associate VP for Information Technology**
*Vice President of Institutional Advancement**
Development
Stewardship
Development Services
Alumni Engagement
*Vice President for Enrollment**
Financial Aid
Registrar
Admissions

*Cabinet members are evaluated annually by the President in their roles as Administrative Council Members.

CONCLUSION

New Orleans Baptist Theological Seminary and Leavell College believe assessment to be central to its mission to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission. Through ongoing assessment of its strategic plan, academic programs, and non-academic units and annual evaluation of its administrators, faculty, and staff, the school demonstrates its commitment to excellence through seeking continual improvement based on data-informed decisions.

APPENDICES

APPENDIX A
2024-2029 STRATEGIC PLAN

NOBTS and Leavell College Strategic Plan 2024-2029

Goal 1: Student Cultivation: Increase quality and quantity of graduating students.

- 1.1 Student Success: Move students from matriculation to graduation.¹
 - 1.1.1 Increase and maintain undergraduate fall *graduation* rates to 35%.
 - 1.1.2 Increase and maintain MDiv fall *graduation* rates to 60%.
 - 1.1.3 Increase and maintain MA fall *graduation* rates to 70%.
- 1.2 Spiritual Formation: Cultivate genuine devotion to Christ.
 - 1.2.1 Increase faculty, student, and staff in service activities to 1,000 by 2029.
 - 1.2.2 Increase and maintain student perception of spiritual growth to an average of 4.0 on a 5-point scale in the annual spiritual formation survey.²

Goal 2: Enrollment: Increase enrollment at a sustainable rate in strategic programs and delivery formats.

- 2.1 Residential: Increase residential enrollment.
 - 2.1.1 Increase campus residential credit hours for the undergraduate program by 2% year over year.
 - 2.1.2 Increase campus residential credit hours for master's level students by 2% year over year.
 - 2.1.3 Increase residential headcount in the doctoral program enrollment by 2% year over year.
- 2.2 Distance and Online: Increase mentoring and hybrid enrollment.
 - 2.2.1 Increase mentoring credit hour enrollment by 2% year over year.
 - 2.2.2 Increase one-time weekend hybrid enrollment by 2% year over year.

Goal 3. Financial Development: Operate from a position of financial strength by maximizing the generation of resources.

- 3.1 Providence Fund: Meet or exceed the Providence Fund goal.
 - 3.1.1 Reach the Providence Fund annual goal established by the Cabinet and approved by the Trustees.
 - 3.1.2 Increase membership within the Providence Society by adding ten members annually for the next five years.
- 3.2 Alumni Philanthropy: Increase alumni giving.
 - 3.2.1 Increase alumni financial engagement to 7%.
 - 3.2.2 Increase alumni association membership to 1500 by 2029.
- 3.3 Foundation Board: Increase impact of and membership in the Foundation Board.
 - 3.3.1 Reach the Giving Tuesday Matching Gift established by the Foundation Board.

¹ *Graduation rate* = students who completed the degree they started in 200% of the prescribed time

² See Spiritual Formation Survey on next page.

- 3.3.2 Increase the membership of the Foundation Board by adding ten members annually for the next five years.

Spiritual Formation Survey

To be given every fall during the term check-in process.

Actions (1-Never, 2-Not Often, 3-Occasionally, 4-Often, 5-Regularly)

1. I take steps to engage my community (needy or marginalized people).
2. I share my faith with lost neighbors, coworkers, and family members.
3. I practice spiritual disciplines like prayer, Bible reading, study, community worship, and fasting.
4. The fruit of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control) is more evident in how I treat others.
5. I am actively involved in a local church community.

Emotions (1-Strongly Disagree, 2-Disagree, 3-Neither Agree/Disagree, 4-Agree, 5-Strongly Agree)

1. I am content with serving others in ways that may never be seen or applauded.
2. I am more aware of my identity being found in Christ and the implications that has upon the way I view myself.
3. I have grown in my affection for Christ and in my intimacy with Him.
4. I am more aware of sin in life and quick to repent/confess sin.
5. I understand God's mercy towards me, and it leads me to forgive others who have wronged me.
6. I am more aware of the power of my words to both uplift and tear down others.

Approval Timeline:
Trustee Approval 4.17.24
Presented to Faculty 3.6.24
Presented to ALC 2.28.24
Cabinet Approval 2.1.24
Final draft compiled 1.19.24
Second Draft Submitted to IE 1.15.24
Cabinet Discussion 11.29.23
Faculty Focus Group 11.29.23
First Draft Submitted to IE 10.1.23
Cabinet Discussion 5.5.23
Exploration Committee Feb. 22. 2023

APPENDIX B
STRATEGIC PLAN BLANK GRID

**Strategic Plan
NOBTS and Leavell College**

Goal:

Measures (means of assessment)	Criteria for Success (benchmark based on current data)	Results (report, summarize, reflect)	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
<i>Sub-goal:</i>			
<i>Sub-goal:</i>			

Duplicate this page as needed for the number of goals set forth in the strategic plan. The number of sub-goals will vary according to the assessment needs of the specific goals.

APPENDIX C
BLANK ACADEMIC PROGRAM ASSESSMENT GRID

Assessment Map for Name of Specific Program

Terms Assessed:

Program Learning Objective #:

Alignment to Mission Statement/Strategic Plan:

Alignment to ATS/NASM/CACREP Goals (if applicable):

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
<i>Direct Measures (at least one)</i> 1. 2.			
<i>Indirect Measures (at least one)</i> 1. 2.			

APPENDIX D
AOC META-ASSESSMENT RUBRIC

Assessment Rubric for Peer Assessment
(Academic Program Assessments and Quality Improvement Reports)

Program/Unit Assessed: _____

Person Assessing: _____

Rubric Average Score: _____

	Developing (1 point)	Proficient (2 points)	Advanced (3 points)
Outcomes	Does not have more than one outcome and/or is difficult to understand. (Administrative Units can have only one outcome.)	Has the appropriate number of outcomes for the program/unit. Describes appropriately the intended outcomes.	Has appropriate outcomes for the student/unit. Includes high-level action verbs describing observable and measurable actions.
Measures and Benchmarks	Measure and benchmarks are somewhat measurable. More specific measures could be used. Includes at least one measure.	Has measurable measures and benchmarks. They are identified and achievable. Includes at least one direct measure and one indirect measure (academic programs) or at least one direct measure (QIRs).	Has measurable measures and benchmarks. They are reasonable and challenging. Uses a mix of direct and indirect measures (academic programs) or more than one measure (QIRs).
Results	Most of the data is present. Not disaggregated by location and semester (for academic programs).	All data are present and disaggregated by location and semester (for academic programs). Includes a description of data.	All data are present and disaggregated by location and semester (for academic programs). Also included is a summary or reflection to help explain the data. Indicates if targets were met.
Actions Plans	Action plans are vague and/or unclear on how they relate to the outcome.	Action plans are clearly described and relate to the outcome.	Action plans are thoroughly described and specific, indicate who is responsible for implementing any actions, and provide a time frame for completing the actions.

Comments/Overall Impressions:

APPENDIX E
DEGREE PROGRAM ASSESSMENT CYCLE

**NOBTS and Leavell College Degree Program Assessment Cycle
Beginning with the 2024-2025 Academic Year**

2024

Leavell College:

All certificates and degree programs *except* the BA in Church Ministry
General Education

Graduate Program:

MDiv	MA in Christian Education	MA in Missiology
MA (Apologetics)	MA in Church/Comm Min	MA in Ministry Leadership
MA (Ethics)	MA in Church Planting	MA in Ministry to Women
MA (Philosophy)	MA in Counseling	MA in Worship Ministries
MA in Christian Apologetics	MA in Discipleship	MMCM
ThM		

Doctoral Program:

All certificates and degree programs

2025

Leavell College:

BA in Church Ministry

Graduate Program:

MA (Biblical Archaeology)	MA in Cross-Cultural Studies
MA (Biblical Studies)	MA in Pastoral Ministry
MA (Theology)	Master of Theological Studies

Doctoral Program:

none

These two years (2024 and 2025) get us through the Reaffirmation of Accreditation for SACSCOC and ATS as we transition from a three-year cycle to a two-year cycle. Then . . .

**NOBTS and Leavell College Degree Program Assessment Cycle
Beginning with the 2026-2027 Academic Year**

2026/2028/2030 (even years)

All Leavell College Degree Programs (including certificates); General Education

All Doctoral Programs (including certificates)

2027/2029/2031 (odd years)

All Graduate Programs (including certificates)

(In moving to odd years only, the graduate programs that assessed in 2024 will actually have one 3-year cycle [from 2024 to 2027] rather than a 2-year cycle in order to get on this more easily remembered cycle of even/odd years.)

Submitted to AOC for Review 9.25.23
Approved by AOC 11.6.23

APPENDIX F

SAMPLING POLICY

Clarified Sampling Size System to Assess Embedded Assignments/Artifacts

Goals – The desired outcomes of the clarified sampling system are the following:

- Increase consistency in sampling across divisions.
- Produce results that more accurately reflect student learning outcomes and are not skewed because of “outliers.”
- Produce results that are a sufficient sample to be statistically relevant, as has been discussed multiple times in AOC and during the degree program juries.
- Create a sustainable process that avoids overwork by faculty members who assess the embedded assignments/artifacts.

The Process – Following is the sampling process to be followed when assessing programs:

- **Stand-Alone Class**

A “stand-alone” class is a course taught in a single setting and delivery system. Stand-alone classes include (1) a single section of a course taught on campus, (2) a single-section online, or (3) an extension center class. The sample size for a stand-alone class is 25 percent of the total number of students enrolled in the class, with a maximum of 15 artifacts (i.e., embedded assignments).

For instance: For a single-section campus-based class with 20 students, the sample size is 5. Larger classes would have proportionally larger samples until the enrollment is 60, at which the 15 maximum sample is reached.

- **Stackable Class**

A “stackable” class is one basic class taught by the same professor in the same semester, but has several “sections” in that one overall class. Examples of “stackable” classes:

- Multiple site CIV sections added to a campus-based course
- Multiple sections in a NOLA2U or NOLA2U Flex course
- Multiple sections within one online class

In stackable classes, 25 percent is assessed from the largest class, up to a maximum of 15. After that, a minimum of 3 papers are assessed from each additional section.

Examples:

- Setting: A multisite CIV class with 20 campus students and 25 students scattered at 3 additional CIV locations.
Sampling: The sample consists of 5 assessed artifacts from the campus class offering (25 percent) and a minimum of 3 additional assessed artifacts per CIV section.
- Setting: A multi-section online class with 25 students in one section and 15 students enrolled in additional online sections.
Sampling: The sample consists of 6 assessed artifacts from the online class with the 25 students (25 percent of the section with the largest enrollment) and a minimum of 3 assessed artifacts from each additional online section.
- Setting: A NOLA2U or NOLA2U Flex class

Sampling: The sample consists of 25 percent from the campus class and a minimum of 3 assessed artifacts from the online students (unless more students are online, in which case the above is reversed, i.e., 25 percent of the online class plus a minimum of 3 assessed artifacts from the campus class).

- The minimum sample size:
 - Stand-alone classes: 25 percent of the main class, until the sample reaches the maximum of 15.
 - Stackable classes: 25 percent of the class with the largest enrollment plus a minimum of 3 artifacts from each additional section of stackable classes.
- The maximum sample size for each class is 15 artifacts, plus a minimum of 3 artifacts from each additional section. The enrollment would have to reach 60 students to reach the maximum sample.
- Outliers can skew the results in a comparatively small sample. At the discretion of the faculty jury, an “outlier” score that deviates by more than 1 point (higher or lower) on the Likert scale from the baseline or benchmark may be discarded in the interest of a more representative sample and assessment. However, if there are multiple outliers (either higher or lower), the faculty jury might decide to count the apparent outliers in order to note the overall range.

Updated: September 24, 2021
Adopted: September 27, 2021

APPENDIX G

QIR TEMPLATE

Quality Improvement Report for Unit Name

Academic Year Assessed:

Unit Purpose Statement:

Outcome #1:

Rationale:

Alignment to Mission Statement/Strategic Plan:

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
<i>Measures</i> 1. 2.	1. 2.		

Outcome #2:

Rationale:.

Alignment to Mission Statement/Strategic Plan:

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
<i>Measures</i> 1. 2.	1. . 2.		

Add up to three more outcomes IF APPLICABLE.

Budget Implications: How do the desired outcomes inform your area's future budget requests?

What significant adjustments (additions/reductions) would you propose for future budget consideration? Significant adjustments include items such as personnel, technology, or equipment. These adjustments would be helpful to further the achievement of these outcomes.

APPENDIX H
TRUSTEE BOARD SELF-EVALUATION

Trustee Board Evaluation

Please mark the box corresponding to the statement which best represents your response.
Evaluate how well the board is currently performing on each question.

Vision and Planning: The Board plays a key role in establishing the direction of the Seminary and institutional planning.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The Board periodically (every three years) reviews the mission of the Seminary.					
2. The Board regularly reviews and approves the reports of the Seminary.					
3. The Board approves budgets, strategies, and objectives proposed by the administration.					
4. The Board is knowledgeable of the academic activities of the Seminary.					
5. The Board understands the most significant risks and opportunities facing the Seminary.					
6. The Board has opportunity to ask probing questions about the Seminary's reports and programs.					
7. The Seminary has an effective planning and evaluation process.					
8. The Seminary seeks to discover and meet education needs of Southern Baptists.					
9. The Board participates in promoting the Seminary and its work.					
10. The Board is supportive of the overall direction of the Seminary.					

Financial Accountability: The Board is responsible to evaluate and ensure accountability for the assets used to accomplish the mission of the Seminary.

11. The Board regularly monitors the Seminary's finances.					
12. The Board is able to get forthright and complete answers to questions regarding finances.					
13. The Board has access to accurate and timely financial information regarding the Seminary.					
14. The Board monitors the results of the Seminary's fund raising activity.					
15. The Board approves the Seminary's investment policies and financial performance.					
16. The Board approves the Seminary's annual budget.					
17. The Board regularly receives the faculty salary scale.					
18. The Board reviews the Seminary's financial performance.					
19. The Board supports the Seminary financially.					

Authority and Governance: The Board is responsible for the governance of the Seminary.

20. The Board ensures that the Seminary operates within all legal requirements.					
21. The Board ensures that the Seminary operates within the SBC Business & Financial Plan.					
22. The Board approves all major building projects, academic programs, finances, and faculty additions.					
23. The Board is not controlled by the administration.					
24. The Board makes its decisions without undue influence from any external body.					
25. Institutional control of the Seminary, auxiliary services, and related foundations is clear.					
26. The Seminary by-laws delineate appropriate offices and responsibilities for the administration of the Seminary.					
27. The Board has delegated specific authority to the President of the Seminary.					
28. The Board formally evaluates the performance of the President of the Seminary.					
29. The Board observes the distinctive roles of the Board and the Seminary administration.					

Add additional comments to the back of this form. Identify the question to which your comment relates.

APPENDIX I
TRUSTEE ANNUAL REVIEW OF THE PRESIDENT

Trustee Annual Review of the President - 2023

NOBTS MISSION STATEMENT: New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Using a 5-point scale, rate the degree to which Dr. Dew's performance as NOBTS and Leavell College President reflects each of the following descriptors. In the scale, 1 is the lowest and means "The descriptor does not reflect the President's performance"; 5 is the highest and means "The descriptor reflects the President's performance to a high degree."

The descriptors are divided into three categories, related to three questions--Is he doing the right things? Is he doing the right things the right way? Is his work achieving the right results? After each category of descriptors is space for a substantive reflection about your responses; choose several of the descriptors from that section and explain your response(s) and/or give examples of what you have observed and/or experienced related to the President's performance.

Note this is a review of the President's performance during the past year. Your answers will be recorded anonymously and seen only by the Presidential Review Committee.



nobtstrusteechair@nobts.edu (not shared) [Switch account](#)



* Required

Is the President doing the right things?



His work is guided by the Seminary's mission statement and core values.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

He follows and insures compliance with the Seminary's Bylaws and Policies. *

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

He studies and understands current trends in higher education.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree



He appropriately manages an institutional planning process through which strategic goals and priorities are clarified.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

He adheres to sound budgetary principles and financial planning.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

He gives appropriate management attention to the academic quality of the Seminary's programs.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree



He recruits and presents to the Board capable and credible faculty candidates.

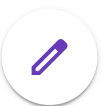
	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

He gives appropriate attention to fund-raising to support the mission, values, goals, and programs of the Seminary.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

He gives appropriate management attention to internal Seminary constituents (faculty, staff, students).

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree



He gives appropriate management attention to external Seminary constituents (alumni, donors, churches/pastors, denominational leaders).

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

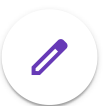
How does the President exhibit that he is or is not "doing the right things"?
Choose several of the descriptors above (including ones you related lowest and highest) and explain what you have observed to prompt your response(s). Give specific examples.

Your answer

Is he doing the right things in the right way?

He maintains personal doctrinal integrity, and monitors adherence to The Baptist Faith & Message 2000.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree



He displays servant leadership.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

He displays an appropriate interest and enthusiasm for his work.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

How does the President exhibit that he is doing things "the right way"?

Choose several of the descriptors in this section and explain what you have observed or experienced to prompt your response(s). Give specific examples.

Your answer

Is his work achieving the right results?



The mission of the Seminary and its goals and priorities are being achieved.

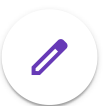
	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

The Seminary processes are running smoothly.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

A spiritual vitality and a growing spiritual maturity is evidenced on the Seminary campus.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree



Seminary community relationships are healthy (administration, faculty, staff, student, families).

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

An appropriate level of fund-raising has been achieved, making possible the maintenance of existing programs and creation of new programs.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

How does the President exhibit that the President's work is achieving "the right results"?

Choose several of the descriptors in this section and explain what you have observed or experienced to prompt your response(s). Give specific examples.

Your answer

Over-Arching Evaluation



Over-arching evaluation of the President's job performance.

	1	2	3	4	5	
Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree

Include a statement of your personal evaluation, even if your observations are limited. From your perspective, what words best describe Dr. Dew's leadership as President of NOBTS and Leavell College?

Your answer

Submit

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APPENDIX J
EMPLOYEE ASSESSMENT FORM



Employee Assessment

Employee Name: _____ Job Title: _____

Department: _____ Supervisor: _____

1. Briefly describe the duties and responsibilities of the job.

On a scale of 1-5, 1 being very unsatisfactorily and 5 very satisfactorily, please indicate employee performance regarding the following:

- | | | | | | |
|---|---|---|---|---|---|
| 2. Employee is present for each scheduled shift with the exception of excused absences: | 1 | 2 | 3 | 4 | 5 |
| 3. Tasks are satisfactorily completed as assigned: | 1 | 2 | 3 | 4 | 5 |
| 4. Supervisor's assistance with job tasks is requested when needed: | 1 | 2 | 3 | 4 | 5 |
| 5. Respect is demonstrated for supervisor and other department team members: | 1 | 2 | 3 | 4 | 5 |
| 6. Employee is responsive to the needs/requests of the "customer": | 1 | 2 | 3 | 4 | 5 |
| 7. Job performance is in fulfillment of the mission of NOBTS: | 1 | 2 | 3 | 4 | 5 |
| 8. Employee maintains confidentiality in areas where required: | 1 | 2 | 3 | 4 | 5 |
| 9. Employee comments regarding areas of improvement or job training suggestions. Also comment on whether or not you think you have received enough training and support to do your job effectively: | | | | | |

10. What is the most satisfying aspect of your job?

11. Supervisor comments regarding areas of improvement or job training suggestions:

12. Supervisor positive comments:

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

APPENDIX K
VPIA ANNUAL DIRECTOR EVALUATION

Annual Director Member Evaluation 2023-2024 Academic Year

Instructions:

Please rank your performance on the scale below and offer additional comments in the space provided. During your evaluation the VP for IA will also provide a ranking and additional comments.

On the final page, please briefly answer the questions provided.

Date: _____

Mike Wetzel, VP for IA

(title) Director

1. Rank your leadership and management of your department and provide any comments you might have to explain your ranking.

1	2	3	4	5	6	7	8	9	10
Poor				Average					Excellent

Team Member Comments:

--

1	2	3	4	5	6	7	8	9	10
Poor				Average					Excellent

VP Comments:

--

2. How well do you work with other members of the IA Team?

1	2	3	4	5	6	7	8	9	10
Poor				Average					Excellent

Team Member Comments:

--

1	2	3	4	5	6	7	8	9	10
Poor				Average					Excellent

VP Comments:

--

3. How well do you embody the mission principles of servanthood, devotion, proclamation, and mission?

1	2	3	4	5	6	7	8	9	10
Poor				Average					Excellent

Team Member Comments:

--

1	2	3	4	5	6	7	8	9	10
Poor				Average					Excellent

VP Comments:

--

4. How engaged are you with the regular activities and events of the institution? (E.g., student life events, preview days)

1	2	3	4	5	6	7	8	9	10
Poor				Average					Excellent

Team Member Comments:

--

1	2	3	4	5	6	7	8	9	10
Poor				Average					Excellent

VP Comments:

--

5. How engaged are you in the academic guild through classroom performance, conference attendance, presentations, publishing, etc. (When applicable)

Team Member Comments:

--

VP Comments:

--

Team Member Comments:

--

VP Comments:

--

- 55

3. What were the most significant struggles you faced in your work?
4. How do you feel your team is functioning?
5. How can I best support and serve you and your team?
6. Are there any areas in your performance that you could improve?
7. How is your load wearing on you? Your family?

APPENDIX L
COURSE AND INSTRUCTOR EVALUATION FORM

NOBTS Course & Instructor Evaluation

Please read each question carefully and respond by selecting the appropriate answer.

Course Content

	Excellent	Good	Acceptable	Marginal	Unsatisfactory
1. The content of this course was consistent with the mission statement of NOBTS.					
2. The content of this course expanded my knowledge and skills in this area of study.					
3. In this course, opportunities for interaction were provided.					
4. The course syllabus communicated clearly the course content expectations and outcomes.					
5. The primary textbook(s) used in this course was consistent with the outcomes of the course.					
6. I can take things I learned in this course and apply them to my ministry situation.					
7. The assignments in this course were appropriate and helped me learn the subject matter.					
8. The course was consistent with the catalog and course syllabus description.					
9. I consider this course to be an important part of my seminary training.					

Course Instructor

10. The instructor modeled genuine Christian character.					
11. The instructor taught consistent with the <i>Baptist Faith & Message 2000</i> and <i>Articles of Religious Belief</i> .					
12. The instructor was accessible to the students.					
13. The instructor used instructional methods and/or delivery systems that facilitated learning.					
14. The instructor communicated clearly the requirements of the course and the methods of evaluation to be employed.					
15. The instructor was well organized in the use of classroom time.					
16. The instructor was fair and impartial in his/her treatment of students.					
17. The instructor related the course content to the Student Learning Outcomes.					
18. This instructor returned graded assignments in a timely manner.					
19. Did you receive meaningful feedback on your writing assignments?					

If you have additional comments, please provide them here.

APPENDIX M
ANNUAL FACULTY EVALUATION

Faculty Annual Update and Self-Evaluation Report (Full-time and Modified-Faculty)

The annual update and self-evaluation report is based upon the previous calendar year. Faculty must coordinate with the Division Associate Dean or the Dean of Leavell College and submit the annual update and self-evaluation in a timely manner. Each faculty member will meet with their Division Associate Dean or the Dean of Leavell College to go over the evaluation.

1. Name _____

2. Academic Division or Leavell College

Mark only one oval.

- ☐ Leavell College
- ☐ Biblical Studies
- ☐ Church Ministry
- ☐ Counseling
- ☐ Theological and Historical Studies

3. Title and Rank _____

Personal Discipleship

Mark only one.

	Strongly disagree (1)			Strongly agree (5)	
1. I regularly read and study my Bible	1	2	3	4	5
2. I engage in a daily prayer time with Christ.	1	2	3	4	5
3. I regularly participate in worship with other believers.	1	2	3	4	5
4. I share my faith in Christ with non-believers.	1	2	3	4	5
5. I utilize my spiritual gifts.	1	2	3	4	5
6. I honor God in my conduct and conversation.	1	2	3	4	5

7. Give 2 or 3 specific examples demonstrating your personal discipleship and Christian character.

8. Share 1 or 2 goals related to your personal discipleship and Christian character.

Church, Community, and Denominational Service

1. Church of Present Membership _____

2. Give specific examples of church activities.

3. Give specific examples of community activities.

4. Give specific examples of denominational activities.

Institutional Commitment

Mark only one.

Strongly disagree (1)

Strongly agree (5)

1. I am committed to the mission of NOBTS.

1

2

3

4

5

2. I contributed to the financial development of NOBTS.

1

2

3

4

5

Never (1)

Almost always (5)

3. I attended Chapel services.

1

2

3

4

5

4. I attended faculty prayer meetings.

1

2

3

4

5

5. I participated in the following NOBTS activities:

Check all that apply.

☐ Preview Days Spring

☐ Preview Days Fall

☐ Preview Day Summer

☐ Special Conferences

☐ Musical Concerts

☐ Recreational Activities

☐ Student Recruitment Events other than Preview Days

☐ Other: _____

6. Choose the answer that best describes your participation in committee assignments.

Mark only one oval.

☐ Unusually productive participant; constructive and creative co-worker who contributes to the success of others and the group

☐ Normal participation in assigned committees; effective co-worker; completes assigned tasks with quality and timeliness

☐ Unproductive, non-participatory, or counterproductive in assigned roles

Instruction and Student Engagement

Mark only one oval.

Strongly disagree (1)

Strongly agree (5)

- | | | | | | |
|--|---|---|---|---|---|
| 1. I mentored and advised students on a regular basis. | 1 | 2 | 3 | 4 | 5 |
| 2. I provided appropriate feedback on student assignments. | 1 | 2 | 3 | 4 | 5 |
| 3. I returned student assignments in a timely manner. | 1 | 2 | 3 | 4 | 5 |
| 4. I was fair and impartial in the treatment of students. | 1 | 2 | 3 | 4 | 5 |
| 5. I was well prepared for teaching. | 1 | 2 | 3 | 4 | 5 |
| 6. I utilized a variety of teaching methods. | 1 | 2 | 3 | 4 | 5 |
| 7. I communicated expectations for student assignments,
including assessment procedures, in course syllabi. | 1 | 2 | 3 | 4 | 5 |

7. Choose the answer that best describes how you responded to student communication.

Mark only one oval.

- ☐ I consistently responded to student communication within 48 hours (excluding holidays and weekends).
- ☐ I regularly responded to student communication but usually beyond 48 hours.
- ☐ I seldom responded to student communication.

8. Choose the answer that best describes how you met your teaching load.

Mark only one oval.

- ☐ Met contract obligation with unusually full classes.
- ☐ Met contract obligation with made classes.
- ☐ Unusually small classes or difficulty making classes or taught less than contract obligation.

9. Choose the answer that best describes your presence on campus and your availability to students.

Mark only one oval.

- ☐ I am consistently present on the campus and available to meet with students during the academic year.
- ☐ I am present and available on the campus to meet with students during the academic year, but I need to be around more often.
- ☐ I am present for classes, but rarely present on the campus and available to meet with students at other times.

10. Give 2 or 3 specific examples illustrating instructional practices and student engagement.

11. Goals to enhance or improve my role as a professor. (Please list 2 or 3 goals.)

Faculty Development Units

1. Faculty are required to attain at least 6 professional development units. Choose what you completed during the evaluation period (up to 6 times per answer). Mark only one box per row.

	1	2	3	4	5	6
Publication of a book as author or editor (3 pts)						
Contract to author or edit a book (3 pts)						
Participate in annual NOBTS Training Event for Faculty (3 pts)						
Attend and Present at a professional society or an accreditation meeting/training event (3 pts)						
Serve in a leadership role in a professional society or accrediting agency (3 pts)						
Lead in an accreditation visit (3 pts)						
Plenary speaker at a regional or national conference (2pts)						
Participate in an accreditation visit (2 pts)						
Publish a chapter in a book (2 pts)						
Publish an article in a peer review journal (2 pts)						
Serve as a peer reviewer for a journal (2 pts)						
Lead/organize mission trip with students (2 pts)						
Attend a professional society meeting or an accreditation meeting/training event (1 pt)						
Teaching in an international setting (1 pt)						
Lead in a church staff or chaplaincy position (1 pt)						
Publish an article in a non-peer review journal (1 pt)						
Organize and lead in a conference for NOBTS (1 pt)						
Musical compositions or arrangements (1 pt)						
Lead a church conference presentation, revival, or special event (1/2 pt)						
Participate in ITC training sessions or webinar training (1/2 pt)						

2. For each item checked, provide details, such as bibliographical information and title of training sessions and dates.

Additional Professional Development Activities

3. List any professional development activities including continuing education that were not mentioned in the above section.

APPENDIX N
ADJUNCT INSTRUCTOR PEER EVALUATION FORM



ADJUNCT INSTRUCTOR PEER EVALUATION FORM
New Orleans Baptist Theological Seminary/Leavell College
(Revised 07/2017)

Instructor's Name _____ Course _____

Term of Instruction _____ Location _____

Format of Instruction _____ Evaluator's name _____

Supply a ranking: 1-Strongly agree 2-Agree 3-Neutral 4- Disagree 5-Strongly disagree

_____ The instructor explained difficult concepts in an understandable way.

_____ When applicable or feasible, the instructor related the course material to contemporary ministry situations or issues.

_____ The instructor seemed to have a broad knowledge of the course subject.

_____ The instructor demonstrated a respectful, caring attitude toward students.

_____ The instructor used instructional methods that facilitated learning.

_____ The instructor used instructional methods appropriate to the course delivery system (whether Internet, classroom, CIV, or workshop).

_____ The instructor taught in a manner consistent with the seminary's doctrinal confession.

_____ The instructor was well prepared for the class.

_____ The instructor managed the class well.

Adjunct Professor's response: I concur/disagree with the peer evaluation above.

Adjunct Professor's signature: _____ Date: _____



ADJUNCT INSTRUCTOR PEER EVALUATION PROCESS
New Orleans Baptist Theological Seminary/Leavell College
(Revised 07/2017)

All adjunct instructors teaching in a classroom, virtual classroom, or Extension Center formats will be evaluated using the Adjunct Instructor Peer Evaluation Form. (Adjunct instructors teaching internet courses will complete the Online Adjunct Self-Evaluation form.) The Divisional Associate Deans on campus and the Regional Associate Deans will ensure that every adjunct instructor is evaluated with this form using the process below. Adjuncts will be evaluated at least once in an academic year.

1. The peer evaluator observes the class for at least one hour of teaching and completes the Adjunct Instructor Peer Evaluation Form.
2. The peer evaluator discusses the completed form with the adjunct instructor, provides feedback, and gives the adjunct instructor a copy of the completed form.
3. For graduate courses, the original completed Adjunct Instructor Peer Evaluation Form for all sites and delivery systems is sent to the Associate Dean of Graduate Studies. For undergraduate adjunct faculty, the original of the completed form is sent to the Associate Dean of Leavell College. The original completed forms are placed in the personnel file of the adjunct faculty member. The Associate Dean of Graduate Studies and Associate Dean of Leavell College maintain the original files for their respective adjunct faculty.

APPENDIX O
ONLINE ADJUNCT INSTRUCTOR SELF-EVALUATION



ONLINE ADJUNCT SELF-EVALUATION
New Orleans Baptist Theological Seminary/Leavell College
(Revised 07/2017)

Name: _____

Course taught: _____

Semester and Year: _____

Thank you for your assistance with teaching online for NOBTS/Leavell College. Please take a few moments to answer the following questions. These questions are meant to provide you an opportunity to reflect upon your teaching and to provide continued assistance to us as we evaluate our online courses.

1. Describe your general approach to teaching this online course (practice of logging in, grading papers, responding to discussion boards, etc).

2. How would you describe your interaction with the students?

3. Have you experienced any difficulties teaching the online course?

4. What do you believe to be the strengths/weaknesses of online teaching? Of this course in particular?

5. Given the course you are teaching, what would you like to see done differently if you could change it?

6. What is your perception of the support you receive from NOBTS that enables you to teach this course?

We would like to follow up with you by speaking with you personally. When would be a good time for a faculty member to call and to speak with you about your experience teaching this course?

What is the best number to call?

[Instructions: For graduate courses, please return the completed form to the Associate Dean of Graduate Studies. For Leavell College courses, return to the Associate Dean of Leavell College.]