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- Strategic Planning Council Checklist
- Governing Board Checklist
- President/CEO Checklist
- Academic Checklist
- Assessment Checklist
- Enrollment Management Checklist
- Facility and Safety Checklist
- Financial Checklist
- Institutional Effectiveness Checklist
- Student Development Checklist
- Spiritual Growth Checklist

M. Section Undesignated

N. Student Evaluation Form for Faculty and Course

O. Graduating Student Survey

P. Alumni Association Survey

Q. Master Syllabus Form

R. Steps in Developmental Assessment Plan
   - Criteria for Peer Review - Departmental Assessment
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**Introduction**

The Institutional Effectiveness and Assessment Plan describes and documents the planning, assessment and program review processes through which New Life Theological Seminary (NLTS) fulfills its mission and vision. The plan is comprehensive in its scope and provides resources necessary for institutional assessment. The plan also delineates organizational assignments and structures relative to institutional assessment.

All of the information and documentation is managed through the Office of the President. The Office of the President ensures that the plan is reviewed and updated annually.

Please direct questions and requests for additional information to the Office of the President.

Travis Johnson, E.A. to the President
tjohnson@nlts.edu
704-334-6882, x.100
Institutional Mission & Vision

Purpose
New Life Theological Seminary is a non-denominational, faith-based academic institution that offers comprehensive post-secondary education for individuals interested in Christian theology and ministerial-based vocations. The Institution offers three-levels of earned degrees: associates, bachelors, and masters. Operating under the legal framework of the State of North Carolina and member of Transnational Association of Christian Colleges and Schools (TRACS) accreditation, New Life Theological Seminary is committed to providing excellence in higher theological education for all people.

Mission Statement
New Life Theological Seminary is an academic institution that is committed to the global advancement of the gospel of Jesus Christ and His church through the medium of educational training. The mission of New Life Theological Seminary is to equip servant leaders of integrity to exegete and deliver the Word of God, to urban people of all cultures, for the glory of Jesus the Messiah.

Vision Statement
Our vision is to shape our cities for Christ by equipping leaders that will live and serve sacrificially to make our earthly cities more like heaven, that the poor, the lonely, and the lost might experience Jesus through our alumni.
Educational Objectives

It is the goal of NLTS to develop servant leaders with high academic training, interpersonal skills, and moral constitution. It is our desire that each student be sent into the world prepared, trained, and equipped to fulfill the Great Commission.

Educational Goals

High Academic Training: Students will achieve the best academic training mixed with practical hands-on experience in their chosen field of ministry;

Interpersonal Skills: Students will develop interpersonal skills conducive to the various fields of their chosen ministry; and

Moral Constitution: Students will develop into strong spiritual and moral adults who develop into their character a true Christian lifestyle and mind of Christian servanthood.

Educational Objectives

High Academic Training whereby the graduate of NLTS has developed…

- evaluative skills;
- a commitment to a lifelong pursuit of learning and intellectual growth;
- the ability to demonstrate effective and efficient communication skills;
- educational knowledge and theory to be utilized in fulfilling daily-living experiences; and
- the ability to resource sound information.

Interpersonal Skills whereby the graduate of NLTS has developed …

- a commitment to modeling maturity in the relationships of family, church, and society;
- an acceptance and appreciation of diversity, and is able to relate positively, without prejudice, to produce interaction and experiences among diverse racial and cultural groups.

Moral Constitution whereby the graduate of NLTS has developed…

- an understanding and purpose for daily worship;
- the transference of knowledge and commitment of daily discipleship into their Christian lifestyle;
- a sound understanding of Scripture and a deep appreciation for our Judeo-Christian heritage.
- effective and efficient communication that enables the student to defend the Scripture to an urban audience.
- the ability to effectively articulate the gospel in order to lead others to a saving knowledge of Jesus Christ.
The Office of Institutional Effectiveness
(Currently Assigned to the Office of the President)
The purpose of the Office of Institutional Effectiveness is to oversee, carryout, and implement all facets of institutional assessment as it relates to fulfilling the mission of New Life Theological Seminary. The office is responsible for coordinating, planning, organizing, research, assessment development, data management and storage, and other tasks related to institutional effectiveness and assessment.

Strategic Planning Council
The primary duty of the Strategic Planning Council (SPC) is to direct the entirety of institutional effectiveness. Through the assessment process and data review, the SPC will determine immediate and long-range institutional planning. Determinations made by the SPC for strategic planning are to be measured against the Institution's mission statement and objectives that have been established by all institutional departments, programs, and previously developed strategic plans. Any additions, modifications, or omissions suggested by the SPC must receive final approval by the Institution's Board of Directors.

The SPC is responsible for annually collecting, reviewing, and considering the IEAP's Standing Committee reports, including all committee recommendations. These reports are based upon a full-year's assessment of the targeted area. An annual review of the Institution's mission statement should also be completed by the SPC.

Board of Directors
Any change or addition that is recommended to the Strategic Plan is reviewed and considered by the Board of Directors. Upon careful review and consideration, including how various resources will be brought together and then effectively allocated in order to accomplish institutional goals, the Board of Directors gives final approval of the Institution's Strategic Plan.

Strategic Planning Sub-Committees
The primary duty of these committees is to assess for effectiveness all areas of the Institution as measured and determined by the Institution's mission and objectives. These strategic planning subcommittees are matched and organized according to the seven areas of strategic planning. Each committee is responsible for preparing an annual report based upon the committee's annual assessment and effectiveness data. The annual report is prepared and disseminated to the SPC for review. The SPC considers and approves recommendations and/or suggestions listed in the subcommittee annual reports.
Glossary and Explanation of Commonly Used Terms

**Accountability:** Requirement of teachers, students, and administrators to show mastery of a minimum level of skills. Various tests are used to provide evidence of mastery. Accountability is usually required of institutions by funding and governing bodies for resources used and for goods and services provided.

**Assessment:** The on-going, systematic evaluation process used to determine the extent to which outcomes, based upon departmental objectives and institutional mission statements, are being achieved.

**Effectiveness:** The extent to which the institution and all of its subsequent departments and programs are producing and/or accomplishing intended results.

**Environment Scan:** The careful monitoring of an organization's internal and external environments for detecting early signs of opportunities and threats that may influence its current and future plans.

**Measurable:** Often associated with institutional/programmatic objectives and outcomes, that are, by nature, capable of being assessed for degree of completion or achievement based upon the stated objective or outcome.

**Ex.** Objective 1: Student will be able to identify the various parts of speech.

**Objectives:** A stated goal that is broad, future-oriented, measurable, and identifies what the institutional program, course, and/or department has purposed to do.

**Ex.** By the end of the course, the student should be able to list and explain the three (3) arguments for God's existence.

**Outcomes:** Demonstrated results and/or behaviors that faculty/administration deem as evidence that an objective has been achieved. Outcomes communicate whether or not institutional programs, departments, learning objectives, etc. are doing or accomplishing what they have purposed to do or accomplish. Components of an outcome should include the following:

- **Who will demonstrate the results/behaviors?**
  - Staff/Administrator assigned to a specific job
  - Students majoring in a specific program/degree
  - Students enrolled in a specific course

- **What specific behavior or action will demonstrate results?**
  - Behavior or action should be measurable
  - Behavior or action should be specific
  **Ex.** knowledge, skills, acquired abilities, etc.
When will the results be demonstrated?

- Specific time or circumstances should be explicitly stated
  
  **Ex. course completion, degree/program completion, following specific task, etc.**

**Pedagogy:**

The study of teaching methods, including the aims of education and the ways in which goals may be achieved.

**Strategic Planning:**

Guided by the mission and vision of the Institution, strategic planning is the comprehensive, institutional process of defining direction, determining action plans based on directions, and allocating resources to enable achievement of directions. Strategic planning includes both short-range (1-2 years) and long-range (3-5 years) directives and action plans. This planning process normally identifies priorities, timelines for action plans, and individuals responsible for implementation.

**Tests:**

Tools used in measurement of knowledge, attitude or behavior. Tests and testing are specific to a defined circumstance, period, or set of outcomes.
2014-2015 NLTS Strategic Planning Process
Flow Chart for Curriculum Revision Process

Board of Directors

President of New Life Theological Seminary

Vice President of Academic Affairs

Faculty Senate / Department Heads

Faculty Organization

Individual Faculty Members

Student Government Association

Individual Students

Head Librarian
Grand Scheme of Assessment / Effectiveness

- Institutional Mission and Goals
- Department Purpose and Goals
- Program Purpose and Goals
- Individual Course Goals and Objectives
Linking Assessment with Strategic Planning and Budget Planning Process
Flow Chart for Forms

Board of Directors

Vice President of Academic Affairs

President

Vice President of Student Affairs

Strategic Planning Committee

COMMITTEES*
- Academic
- Institutional Effectiveness
- Assessment
- Enrollment
- Administrative
[Using SWOT Analysis]

- Mission
- Goals / Objectives
- Development Program
- Institutional Profile
- Qualitative Review
- Quantitative Review

- Board Members
- Faculty / Staff
- Students
- Community
- Alumni
- Library/Media Services
- Registrar
- Admissions
- Financial Aid
- Finance Office
- Development Office
- Facilities Operations

Other Data Collections:
- Environmental Scan
- Standardized Test Results
- Comprehensive Test Results
- Assessments
- Self-Report Measures
- Thesis [Research, Defense, Oral Presentation]
- Observations [Forums, Seminars, Workshops, Practicums, Internships]
- Other Data
The Three P’s in a Pod

The Strategic Plan
- Diagnose, Prioritization, Does it direct coherent action, does it include financial measurement?
- Usually is a 5-year plan.

Master Plan
- This is a campus development plan
- Covers 20 years
- Broken out into 5-year increments
- Plan is usually color coded to show increment

Capital Plan
- Typically a 10-year plan
- Five year increments
- We may be in one campaign, but already planning the next

The Never Ending Cycle of Planning

Capital Plan → Strategic Plan → Master Campus Plan
Collection of Data for Assessment and Institutional Effectiveness

Student Data Collection

Data collected by Registrar and Director of Admissions

- Enrollment (full-time and part-time)
- Enrollment by degree, major, and concentration
- Geographical Distribution of Students Enrolled
- Age Distribution of Students
- Social Background
- Economic Background
- Student retention rates
- Graduation rate
  - Employed in field of study
  - Entering graduate study program
- Average time for Degree completion
- Grade Point Average (GPA) distribution
- Individual Faculty Grades Distribution
- Individual Faculty Percentage of Student Withdrawals
- IPEDS
Faculty Data Collection
Data collected by Vice President of Academic Affairs
- Employment of Faculty
  - Full-time
  - Part-time
- Faculty Degree Accomplished and Level
- The overall percentage of courses taught by Full-time Faculty
- The overall percentage of courses taught by Faculty holding a Doctorate
- Faculty strengths and weaknesses
- College, Universities, and Seminaries attended by Faculty
- Faculty Experience
- Faculty Publications
- Faculty workshops, seminars, etc.
- Faculty salaries
- Student Evaluations
- Peer Evaluations
- Evaluation and Assessment of Faculty understanding of Populi
- Evaluation and Assessment of Faculty use of Populi
- Average age of Faculty
- Membership and Participation in Professional Organizations

Facilities
Data collected by Office of President
- Size of Property
- Number and function of buildings
- Number of Classrooms
- Size of Classrooms (by sq. ft.)
- Condition of buildings and grounds
- Space for additional buildings, parking, etc.
- Media and Library (sq. ft.) and condition

Instructional Programs
Data collected by Department Heads to Vice President of Academic Affairs
- Degrees offered and number enrolled in each
- Majors currently offered and number enrolled in each
- Concentrations offered within each Major and number enrolled in each
- Courses and Instructional level
- Number of graduates from each major
- Number of graduates working in the field of studied
**Instructional Delivery Systems**

Data collected by Vice President of Academic Affairs

- Evaluation and Assessment for Course Lectures (In-Class and Distance Education (DE) Classes)
- Evaluation and Assessment for Seminars
- Evaluation and Assessment for Workshops
- Evaluation of Supervised Instruction
- Evaluation of Internships and Practicum's
- Evaluation of Thesis
- Evaluation of Populi
- New Student Orientation (In-Class and Distance Learning (DE) Classes)
- New Faculty Orientation (In-Class and Distance Learning (DE) Classes)

**Financial**

Data collected by Financial Office and Institutional Advancement Office

- Income and Expense - for the last five years
- Ration Analysis
- Financial Reports
- Average Benefit Package - past three years
- Debt and Debt Repayment
- Financial Development
- Annual Fund - for the past five years
- Listing of all Restricted Funds- permanent and temporary
- Endowments
- Financial Aid
- Financial Aid Default Rate
- Investments
- Tuition and Fees produced - for the last five years
- Operational Budget
- Capital Budget
- Program Budget
- Administrative Cost
- Net Assets - restricted and non-restricted - last five years
**Human Resource**
*Data collected by President and Financial Office*
- Average Benefit Package
- Salary Scale
- Diversity, Gender, and Age of Employees
- Average age of people holding the VP level or above on the Organizational Chart
- Average age of the President's Cabinet
- Average age of the Administrative Council
- Average age of Faculty
- Average age of all Employees
- Average salary and benefits of people holding the VP level or above on the Organizational Chart
- Average salary and benefits of the President's Cabinet
- Average salary and benefits of the Administrative Council
- Average salary and benefits of Faculty
- Average salary and benefits of all Employees
- IPEDS

**Student Services**
*Data collected by Vice President of Student Affairs*
- Chapel Services and Spiritual Development
- Student Government Association (SGA)
- Student Development Events
- New Student Orientation (on campus and Distance Education)
- Student Affairs Officer
- Campus Safety and Crime
- Student Services Facilities
- Counseling (in a non-academic role) and Referral Services

**INSTRUCTIONS:**
1. All data collected will flow through the person responsible for collecting the data.
2. The person collecting the data pulls all data together into a well-written report.
3. Those within the department will help to draw out of the assessment two - three strengths, weaknesses, opportunities, and threats discovered through the assessment.
4. The person collecting and analyzing the data will summarize the most important needs into "strong suggestions for inclusion" into the *Strategic Plan*.
5. These will be worded into a final written report with suggestions for the SPC and will be given to the President.
6. The President, or entire Strategic Planning Council, may ask for additional information for clarity or even request a meeting to help understand the depth of the report.
# Institutional Effectiveness and Assessment Plan & SPC Timeline

**Abbreviations Used:**
- BOD - Board of Directors
- CFO = Chief Financial Officer
- VPIA = Vice President of Institutional Advancement
- FAO - Financial Aid Officer
- SPC = Strategic Planning Council
- VPAA = Vice President of Academic Affairs
- VPSA = Vice President of Student Affairs

<table>
<thead>
<tr>
<th>Task / Event</th>
<th>Assigned Responsibility</th>
<th>Project Deadline</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize Strategic Planning Committee</td>
<td>President</td>
<td>February 1</td>
<td></td>
</tr>
<tr>
<td>Review Current Strategic Plan</td>
<td>BOD and SPC</td>
<td>February 28</td>
<td></td>
</tr>
<tr>
<td>Prepare Calendar and Responsibility Statements for the Coming Year (Tab D)</td>
<td>President</td>
<td>March 15</td>
<td></td>
</tr>
<tr>
<td>Articulate the Strategic Planning Process and Time Schedule (Tab D)</td>
<td>President</td>
<td>March 15</td>
<td></td>
</tr>
<tr>
<td>Distribute, Collect, and Collate Surveys from graduating seniors (Tab O)</td>
<td>VPAA and Department Chairpersons</td>
<td>March 15</td>
<td></td>
</tr>
<tr>
<td>Review Department Chairperson Assessment and Recommendations</td>
<td>VPAA</td>
<td>March 15-30</td>
<td></td>
</tr>
<tr>
<td>Review TRACS Reports and Standards</td>
<td>President, VPAA, VPSA</td>
<td>March 15-30</td>
<td></td>
</tr>
<tr>
<td>Review IPEDS Reports</td>
<td>President's Council, Registrar, CFO, Admission, and FAO</td>
<td>March 15-30</td>
<td></td>
</tr>
<tr>
<td>Notify faculty and staff an outline of the strategic planning goals for the coming year</td>
<td>President (staff) VPAA (faculty)</td>
<td>April 30</td>
<td></td>
</tr>
<tr>
<td>Distribute copies of the Assessment Plan and Assessment update to the members of the SPC</td>
<td>VPAA</td>
<td>April 30</td>
<td></td>
</tr>
<tr>
<td>Review Qualitative Measures (e.g., SWOT, Focus Group, Survey) (Tab J)</td>
<td>SPC</td>
<td>May 15</td>
<td></td>
</tr>
<tr>
<td>Resume academic Course Evaluations for the catalog and degree requirements (Tab I)</td>
<td>VPAA and Department Chairpersons</td>
<td>April - July</td>
<td></td>
</tr>
<tr>
<td>Distribute, Collect, Collate Student Course/Instructor Evaluations (Tab N)</td>
<td>VPAA and Department Chairpersons</td>
<td>May 15</td>
<td></td>
</tr>
<tr>
<td>Distribute, Collect, and Collate Course Review Forms (Tab I)</td>
<td>VPAA and Department Chairpersons</td>
<td>May 15</td>
<td></td>
</tr>
<tr>
<td>Task / Event</td>
<td>Assigned Responsibility</td>
<td>Project Deadline</td>
<td>Completion Date</td>
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</tr>
<tr>
<td>Develop Qualitative Measures (e.g., SWOT, Focus Group, Survey) (Tab J)</td>
<td>SPC</td>
<td>May 30</td>
<td></td>
</tr>
<tr>
<td>Review the Comprehensive IEAP Planning Process with Department Chairpersons (Tab F)</td>
<td>VPAA</td>
<td>May 30</td>
<td></td>
</tr>
<tr>
<td>Form committee groups for instructional assessment including Department Objectives, Concentrations Objectives, and Unit Objectives (Tab R, U)</td>
<td>VPAA and Department Chairpersons</td>
<td>May 1 - June 30</td>
<td>(Completion date no later than July 15)</td>
</tr>
<tr>
<td>Distribute, complete, return, and analyze Faculty Self-Assessment / Satisfaction Forms and Course Review Forms. Review and determine instructional needs of each department (Tab I, R)</td>
<td>VPAA and Department Chairpersons</td>
<td>May 1 - June 30</td>
<td>(Completion date no later than July 15)</td>
</tr>
<tr>
<td>Develop SWOT Analysis (Tab J)</td>
<td>VPAA and Department Chairpersons</td>
<td>August 1</td>
<td></td>
</tr>
<tr>
<td>Issue Budget Request Forms</td>
<td>President</td>
<td>August 1</td>
<td></td>
</tr>
<tr>
<td>Recommendation for academic course changes for the catalog to be submitted to VPAA (Tab I)</td>
<td>Department Chairpersons</td>
<td>August 1</td>
<td></td>
</tr>
<tr>
<td>VPAA provides written recommendations to President on all programs under review</td>
<td>VPAA</td>
<td>August 15</td>
<td></td>
</tr>
<tr>
<td>Identify and complete SWOT Analysis and prepare report for the President and for Board (Tab J)</td>
<td>VPAA</td>
<td>August 15</td>
<td></td>
</tr>
<tr>
<td>Review Department Assessment and Library Services Reports (Tab J)</td>
<td>VPAA</td>
<td>August 15</td>
<td></td>
</tr>
<tr>
<td>Distribute, Collect, and Collate Student Course/Instructor Evaluations (Tab I)</td>
<td>VPAA and Department Chairpersons</td>
<td>August 15</td>
<td></td>
</tr>
<tr>
<td>Distribute Alumni Survey (Tab P)</td>
<td>VPIA</td>
<td>September 1</td>
<td></td>
</tr>
<tr>
<td>Faculty Complete Development Checklist, Self-Evaluation, and Satisfactory Survey Forms (Tab I)</td>
<td>VPAA and Department Chairpersons</td>
<td>September 1</td>
<td>(Completion date no later than October 15)</td>
</tr>
<tr>
<td>Compilation and Development of Strategic Plans for Academic Affairs, Advancement, and Facilities</td>
<td>President and SPC</td>
<td>September 16</td>
<td></td>
</tr>
<tr>
<td>Task / Event</td>
<td>Assigned Responsibility</td>
<td>Project Deadline</td>
<td>Completion Date</td>
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<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>President begins review of the Academic Plan and the Academic Affairs</td>
<td>President</td>
<td>September 15 - October (Completion date no later</td>
<td>November 15</td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td>than November 15)</td>
<td></td>
</tr>
<tr>
<td>Budget Request Forms Due</td>
<td>President</td>
<td>October 1</td>
<td></td>
</tr>
<tr>
<td>Collect, Collate Alumni Survey</td>
<td>VPIA</td>
<td>October 1</td>
<td></td>
</tr>
<tr>
<td>Review written assessment report on Graduation and Retention Rates</td>
<td>VPSA</td>
<td>October 1</td>
<td></td>
</tr>
<tr>
<td>SPC begins process for updating the Five-Year Strategic Plan, Master Campus</td>
<td>President and SPC</td>
<td>October 1 - December (Completion date no later</td>
<td>January 15</td>
</tr>
<tr>
<td>Plan, and Capital Plan</td>
<td></td>
<td>than January 15)</td>
<td></td>
</tr>
<tr>
<td>Distribute, Collect, and Collate Board Self-Assessment Surveys (Tab L)</td>
<td>President's EA</td>
<td>November 1, (Completion date no later than</td>
<td></td>
</tr>
<tr>
<td>Distribute, Collect, and Collate</td>
<td></td>
<td>January 15</td>
<td></td>
</tr>
<tr>
<td>Presidential Assessment Surveys (Tab L)</td>
<td>Chairman of the Board of</td>
<td>November 1, (Completion date no later than</td>
<td></td>
</tr>
<tr>
<td>Distribute, Collect, Collate Student Course/Instructor Evaluations (Tab N)</td>
<td>VPAA and Department</td>
<td>December 15</td>
<td></td>
</tr>
<tr>
<td>Review Forms (Tab I)</td>
<td></td>
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<tr>
<td>Distribute, Collect, and Collate D</td>
<td>VPAA and Department</td>
<td>December 15</td>
<td></td>
</tr>
<tr>
<td>Review Forms (Tab L)</td>
<td>President's EA</td>
<td>December 15, (Completion date no later than</td>
<td></td>
</tr>
<tr>
<td>Finalize Budget</td>
<td>President and Budget</td>
<td>January 15</td>
<td></td>
</tr>
<tr>
<td>Committee</td>
<td></td>
<td>(Completion date no later than February 1)</td>
<td></td>
</tr>
<tr>
<td>SPC finalizes the Five-Year Strategic Plan, Master Campus Plan, and Capital</td>
<td>President and SPC</td>
<td>January 15 (Items requiring budgeted funds</td>
<td></td>
</tr>
<tr>
<td>Plan for presentation to the BOD</td>
<td></td>
<td>should be in no later than November 15)</td>
<td></td>
</tr>
<tr>
<td>Review Completed Checklist (Tab L)</td>
<td>Strategic Planning</td>
<td>January 15 – February (All &quot;No's&quot; must be</td>
<td></td>
</tr>
<tr>
<td>Board considers the Budget, Five-Year Strategic Plan, Master Campus Plan,</td>
<td>Sub-Committee Chairs</td>
<td>addressed)</td>
<td></td>
</tr>
<tr>
<td>and Capital Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publish and distribute the Academic Plan, Strategic Plan, Master Campus</td>
<td>President and SPC</td>
<td>March 30</td>
<td></td>
</tr>
<tr>
<td>Plan, and Capital Plan to the appropriate persons</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STANDING COMMITTEES FOR INSTITUTIONAL EFFECTIVENESS & ASSESSMENT

These standing committees ("Strategic Planning Sub-Committees") do not replace the Standing Board Committees. Board Committees share in the assessment at various levels, and the Board of Directors makes the final decision on the recommendations coming from the Strategic Planning Council (SPC). The President and Vice Presidents regularly report to the Board of Directors and include portions of assessment and effectiveness results from the Strategic Planning Sub-Committees.

All Strategic Planning Sub-Committees operate under the oversight of the Strategic Planning Council. The President of NLTS or his designee shall be the presiding officer of the SPC. The Executive Assistant to the President, working with the President, is responsible for preparing and distributing the agendas and SPC minutes to the members.

The seven Strategic Planning Sub-Committees are:
1. Academic Committee
2. Administrative Committee
3. Advancement Committee
4. Comprehensive Campus Committee
5. Enrollment Committee
6. Effectiveness and Assessment Committee
7. Student Development Committee
ACADEMIC COMMITTEE

Committee Mission: The purpose of the academics committee is to prepare students academically through approved degree programs to fulfill the mission and goals of the Institution, by reviewing the following departmental objectives:

Academic Department Objectives (from Academic Dept):
1. Maintain and review the approved academic programs as appropriate.
2. Ensure that courses and degree programs offered utilize appropriate higher order thinking skills, high academic training, practical ministry application, and good interpersonal skills.
3. Incorporate the library plan to aid students in pursuit of their academic goals.
4. Ensure the availability of quality support services such as academic advising and the registrar.

Major Tasks Assigned to Committee:
1. Create and evaluate an environmental scan in all areas of academics.
2. Develop and implement a model for evaluating degree programs for (a) utilization of higher order thinking skills (b) a high standard of academic training (c) practical ministry use, and (d) the development of functional interpersonal skills for collaborative effort.
3. Assess the library plan in its ability to aid students in their pursuit of their academic goals.
4. Assess the availability, quality, and effectiveness of academic support services including advising and the registrar.
5. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
   a. Modifies, if necessary, the existing four-year strategic plan for committee (or plan).
   b. Adds a fifth year to the strategic plan based also on long-range suggestions from previous years.
   c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership
1. VPAA, Chair
2. Academic Department Heads
3. Librarian
4. Director of Distance Education
5. President of Faculty Organization

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<tr>
<th>Committee Name</th>
<th>Academic Committee</th>
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<tr>
<td>Committee Contact</td>
<td>VP of Academic Affairs</td>
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<tr>
<td>Required Tool(s) and Checklist(s)</td>
<td>Academic Checklist (Tab L) due January</td>
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<td>Suggested Tool(s) and Checklist(s)</td>
<td>SWOTs, Google Surveys, Focus Group</td>
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**Administrative Committee**

**Committee Mission:** The mission of the administrative committee of NLTS is to provide the personnel, administrative, and budgetary support necessary to fulfill the mission and objectives of the Institution, by reviewing the following departmental objectives:

**Administrative Department Objectives (from Admin Dept):**
1. Implement the policies and suggestions made by the Board of Directors.
2. Effectively manage human resources.
3. Produce a timely and balanced budget, and to handle and process funds according to accreditation and good accounting standards.
4. To assist the effectiveness of the senior administration of the Institution.

**Major Tasks Assigned to Committee:**
1. Create and evaluate an environmental scan in all areas of administrations.
2. Assess for effectiveness procedures related to policy implementation and suggestions made by the Board of Directors.
3. Assess for effectiveness the management of human resources.
4. Assess for effectiveness the Institution's budgetary process including its compliance with accreditation standards and good accounting principles.
5. Assess for effectiveness senior administration development and productivity, including but not limited to methods of performance review and institutional means for development and support.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
   a. Modifies, if necessary, the existing four-year strategic plan for committee (or plan).
   b. Adds a fifth year to the strategic plan based also on long-range suggestions from previous years.
   c. Suggests ideas for long-term (6-10 years) strategic planning.
7. Finalizes and distributes the public version of the strategic plan.

**Committee Membership**
1. President, Chair
2. VPAA
3. VPSA
4. VPIA
5. CFO
6. At Large Staff (1)
7. At Large Board (1)

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<th>Committee Name</th>
<th>Administrative Committee</th>
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<td>Committee Contact</td>
<td>President/CEO</td>
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<tr>
<td>Required Tool(s) and Checklist(s)</td>
<td>Board of Directors Checklist, President/CEO Checklist, Financial Checklist; Academic Checklist (Tab L) due January</td>
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<tr>
<td>Suggested Tool(s) and Checklist(s)</td>
<td>SWOTs, Google Surveys, Focus Group</td>
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</table>
ADVANCEMENT COMMITTEE

Committee Mission: The mission of the advancement committee is to assure the Institution has sufficient operating and reserve capital successfully to fulfill its mission and objectives, by reviewing the following departmental objectives:

Advancement Departmental Objectives (From Advancement Dept):
1. Implement and maintain strategic fund-raising campaigns and investment procedures.
3. To plan and execute the public functions the Institution annually holds.
4. Aggressively promote and market the image of the Institution to the community at large.

Major Tasks Assigned to Committee:
1. Create and evaluate an environmental scan in all areas of advancement.
2. Assess for effectiveness all fundraising campaigns and investment procedures.
3. Assess the correlation between an endowment and the Institution's long-term health.
5. Review and assess for effectiveness both the Institution's image and the marketing plan.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
   a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
   b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
   c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership:
1. VPIA, Chair
2. President
3. CFO
4. Director of Admissions
5. Financial Aid Officer
6. At Large Staff (1)
7. At Large Board Member (1)

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<th>Committee Name</th>
<th>Advancement Committee</th>
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<tr>
<td>Committee Contact</td>
<td>VP of Institutional Advancement</td>
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<tr>
<td>Required Tool(s) and Checklist(s)</td>
<td>Enrollment Management Checklist (Tab L) due January</td>
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<td>Suggested Tool(s) and Checklist(s)</td>
<td>SWOTs, Google Surveys, Focus Group</td>
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COMPREHENSIVE CAMPUS COMMITTEE

Committee Mission: The mission of the comprehensive campus committee is to provide the infrastructure necessary to fulfill the mission and objectives of the Institution, by reviewing the following departmental objectives:

Comprehensive Campus Objectives:
1. Assure the maintenance and functionality of the physical campus.
2. Provide and maintain an adequate IT infrastructure.
3. Plan for expansion and updates to the physical campus in accordance with the campus plan.
4. Implement and maintain an adequate campus safety plan.

Major Tasks Assigned to Committee:
1. Create and evaluate an environmental scan in all areas of campus development.
2. Assess for effectiveness the functionality and maintenance of the building and physical campus.
3. Assess for effectiveness the maintenance and reliability of the IT infrastructure, the support system, and the data storage and security and they relate the fulfillment of the mission and objectives of the Institution.
4. Assess for effectiveness the timeline of completion of building and campus goals, updates, and construction.
5. Assess for effectiveness the campus safety plan as it relates to the protection of people and properties.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
   a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
   b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
   c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership:
1. President
2. Director of Facilities
3. VPSA
4. VPAA
5. Librarian
6. CFO
7. At Large SGA (1)
8. At Large Board (1)

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<th>Committee Name</th>
<th>Comprehensive Campus Committee</th>
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<tr>
<td>Committee Contact</td>
<td>President/CEO</td>
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<tr>
<td>Required Tool(s) and Checklist(s)</td>
<td>Facilities and Safety Checklist (Tab L) due January</td>
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<td>Suggested Tool(s) and Checklist(s)</td>
<td>SWOTs, Google Surveys, Focus Group</td>
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**Enrollment Management Committee**

**Committee Mission:** The committee of enrollment management will work creatively to attain enrollment goals, support the academic mission of the Seminary and enhance student success by reviewing the following departmental objectives:

**Enrollment Management Objectives (From Admissions, Registrar, and Financial Aid Depts.):**
1. Increase recruiting each year in specifically targeted areas according to marketing plans to maintain diversity within the student body and meet board-approved goals.
2. Raise and then maintain the retention and graduation rates for all NLTS degree programs to a substantial compliance standard as identified by TRACS.
3. Practice a high level of customer service and overall commitment to student satisfaction.
4. Seek to provide diverse sources of financial aid in order to assist students with the costs of attending NLTS.

**Major Tasks Assigned:**
1. Create and evaluate an environmental scan in all areas of enrollment management.
2. Assess for effective tools for measuring recruitment, retention, and graduation.
3. Evaluate current tools for customer service and student satisfaction for improvement and enhancement.
4. Continue to research internet, corporate, and private resources that students are able to use to pay for their educational pursuits at NLTS.
5. Evaluate compliance of the major tasks assigned in the IEAP.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
   a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
   b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
   c. Suggests ideas for long-term (6-10 years) strategic planning.

**Committee Membership:**
1. Director of Admissions, Chair
2. Registrar
3. VPSA
4. CFO
5. Financial Aid Officer
6. At Large SGA (1)
7. At Large Faculty (1)

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<tr>
<th>Committee Name</th>
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<td><strong>Committee Contact</strong></td>
<td>Director of Admissions</td>
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<tr>
<td><strong>Required Tool(s) and Checklist(s)</strong></td>
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INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT COMMITTEE

Committee Mission: The institutional effectiveness and assessment committee exists to aid the other committees of NLTS and the Institution itself in assessing performance and measuring effectiveness based on the existing mission and objectives.

Objectives: The institutional effectiveness and assessment committee will:
1. Review the existing mission and objectives of each division, and those of the Institution as a whole, making sure each statement is clear and measurable.
2. Aid the other divisions in devising clear assessments so that they may be able to assess their own adherence to their own measurable objectives.
3. Aid the other divisions (including itself) and the Institution as a whole, in utilizing assessment data to determine the level of effectiveness they have achieved in meeting their mission and objectives.
4. Create an annual effectiveness and assessment report to be utilized in strategic planning, both long- and short-term.

Major Tasks Assigned to Committee:
1. Create and evaluate an environmental scan in all areas of Institutional Effectiveness and Assessment.
2. Assess the clarity and measurability of the mission and objectives of each department and of the institution.
3. (1) After providing training for consistency in assessment procedures review the initial “measurable objectives” giving feedback on clarity and measurability. (2) Review the measurable objectives of the other divisions to make sure they are clear, concise, and measurable with “key performance indicators”. (3) Review the assessments to make sure they are consistent with the objective stated by the division.
4. Aid the other divisions (including the IEA) and the institution as a whole, in utilizing assessment data to determine the level of effectiveness they have achieved in meeting their mission and objectives.
5. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
   a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
   b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
   c. Suggests ideas for long-term (6-10 years) strategic planning.

Committee Membership:
1. VPAA
2. VPSA
3. Registrar
4. CFO
5. At Large Faculty (2)
6. At Large Staff (1)
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<tr>
<th>Committee Name</th>
<th>Institutional Effectiveness Committee</th>
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<tr>
<td>Committee Contact</td>
<td>VP of Academic Affairs</td>
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<tr>
<td>Required Tool(s) and Checklist(s)</td>
<td>Institutional Effectiveness Checklist (Tab L) <em>due January</em></td>
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<td>Suggested Tool(s) and Checklist(s)</td>
<td>SWOTs, Google Surveys, Focus Group</td>
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**Student Development Committee**

**Committee Mission:** The mission of the student development committee is to facilitate the development of the community's spiritual, academic, personal, and relational life as it relates to fulfilling the mission and objectives of the Institution, by reviewing the following departmental objectives:

**Student Development Objectives (From Student Affairs Dept):**
1. Promoting the holistic (mind, body, spirit) growth of all members of the community through various programs and resources.
2. Demonstrating full support for the academic direction and goals of NLTS.
3. Assisting students in developing, organizing, leading, and enhancing the SGA and other student organizations.
4. Connecting students to resources and opportunities that will aid their development.

**Major Tasks Assigned to Committee:**
1. Create and evaluate an environmental scan in all areas of student development.
2. To evaluate the practicality and effectiveness of programs that facilitates and promotes growth and development of all members of the NLTS community.
3. To evaluate all degree programs and the programmatic goals of each.
4. To evaluate internship/mentorship programs to ensure that they promote and facilitate leadership in our student lead organizations.
5. To evaluate all resources and opportunities provided to facilitate student development.
6. Based on assessment and effectiveness data from committee's assignments, prepares an annual report for the SPC that:
   a. Modifies, if necessary, the existing four year strategic plan for committee (or plan).
   b. Adds a fifth year to the strategic plan based also on long range suggestions from previous years.
   c. Suggests ideas for long-term (6-10 years) strategic planning.

**Committee Membership:**
1. VPSA
2. Director of Admissions
3. VPAA
4. VIPA
5. At Large SGA (1)
6. At Large Faculty (1)
7. At Large Staff (1)

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<tr>
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<td>Committee Contact</td>
<td>VP of Student Affairs</td>
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<tr>
<td>Required Tool(s) and Checklist(s)</td>
<td>Student Development Checklist, Spiritual Development Checklist (Tab L) due January</td>
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<tr>
<td>Suggested Tool(s) and Checklist(s)</td>
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Strategic Planning Council

Goals
1. To determine a clear sense of future direction and focus for the institution
2. To determine improvements in programs and services
3. To enhance marketing efforts
4. To increase community faith-based involvement
5. To answer the following questions:
   a. What are the mission, vision, goals, strategies, and objectives, and are they relevant?
   b. Whom will the institution serve?
   c. What is the institution's role in the faith community?
   d. What programs and services will the institution offer?
   e. What are the resources needed to succeed
   f. How can the institution best combine these resources, programming, and relationships to accomplish the mission

Major Tasks Assigned
1. The SPC will work with the President/CEO to work through all standing committee reports and develop a strategic plan for the Board's consideration.
2. The SPC will work to analyze all data and from it weave a strategic plan to guide the institution successfully into the future
3. The SPC will provide the Board of Directors an updated Strategic Plan (5-year), Capital Plan (10-year), and Campus Plan (20-year) proposal yearly at the February meeting for Board consideration.

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Council Membership
1. President, Chair
2. CFO
3. Vice President of Academic Affairs
4. Vice President of Student Affairs
5. Director of Institutional Advancement
6. Registrar
7. Librarian
8. Chair of Biblical Studies
9. Chair of Urban Christian Studies
10. Chair of Pastoral Studies
11. Chair of General Studies
12. Financial Aid Officer
13. Director of Admissions
14. At Large Members:
Institutional Effectiveness and Assessment Mission and Goals

Institutional effectiveness and assessment provides leadership and assistance in the development, implementation and supervision of programs and services of New Life Theological Seminary. The Institutional Effectiveness Committee, chaired by the Vice President of Academic Affairs has identified the following goals:

1. To elicit faculty, staff, and student involvement in the institutional effectiveness and assessment program, and
2. To utilize their involvement in the development and utilization of assessment techniques that enhance the quality of:
   a. learning and teaching in the academic environment;
   b. experiences beyond those from the classroom which nurture student's intellectual, emotional, physical, social, cultural, and spiritual development;
   c. scholarly and creative activities and the services that support research; and
   d. service programs that fulfill New Life Theological Seminary's responsibilities to the wider community of faith.

Working with the NLTS Committees for Academic Affairs and Student Affairs, the Effectiveness and Assessment Committee will help provide technical direction and expertise in such matters as:

1. Specification of standards for technical documentation
2. Requirements for verification of effectiveness
3. Development of techniques for teaching, grading, and evaluating course content and student performance
4. Establishment of effective measures for content material testing
5. Selection of testing instrumentation, design and cohort

Results from the work should enable the institution to formulate policies related to assessment and to recommend those policies for implementation that are desirable for NLTS.

Data collected by the committee will assist NLTS in developing a central repository of assessment information as well as in the distribution for those assessment activities which are conducted by NLTS. Data will also be used to develop and submit the annual institutional effectiveness report to the NLTS Board of Directors and TRACS, providing a link to assessment initiatives.
PERFORMANCE MEASURE

The performance measures selected to be used for institutional effectiveness and assessment include indicators that address planning and assessment, faculty, students, academic advising, general undergraduate education, curriculum, graduate placement, and resources. The data identified below is collected, collated, and analyzed yearly.

Quantitative Data

- Application and enrollment trends
- Retention and completion rates
- New Student Assessment Test Data
- Student Grade Point Averages
- Student achievement in general education courses
- Student achievement in major area of concentration courses
- Grade distributions by faculty, department, and Seminary
- Summary of student evaluation of courses
- Job placement rates
- Performance in graduate professional education
- External recognition of achievements of students and graduates
- Faculty scholarship and publication productivity
- Faculty research productivity - proposals, research dollars
- Faculty awards and recognitions
- IPEDS

Qualitative Data

- Student perceptions of their development toward education goals
- Student, alumni, and employers opinions of program quality
- External reviews and audits of academic programs
- Student opinions of orientation, advising, classroom teaching, laboratories, field internships experiences, and student research
- Faculty surveys

Cost Indicators

- Student credit hours
- Class/course offerings and sections
- Instructional expenditures per FTE
- Research expenditures of FT Faculty
- Percentage of classes taught by FT verses PT Faculty

Comparative Data

- Peer institutions
- National Data - IPEDS
- Local institutions of similar scope
 FRAMEWORK FOR EDUCATION PLANNING AND EVALUATION

Mission Statement
The institution’s Mission Statement provides the guiding sense of purpose that informs action and decision at the Seminary. The statement sets out a frame of historical reference and identification concerning the kind of education provided, and the global outcomes specific to the institution's endeavors.

The Mission Statement is to be reviewed yearly by the Strategic Planning Council and recommended changes made to the Board of Directors as needed. The Mission Statement is not to be changed lightly.

Statement of Philosophy
The institution’s philosophy statement provides the basic principles and concepts of the institution providing guidance in practice and all affairs.

The Statement of Philosophy is to be reviewed yearly by the Strategic Planning Council and recommended changes made to the Board of Directors as needed.

Doctrinal Statement
The institution’s doctrinal statement provides the biblical foundation on which the institution declares its dependence upon God. The orientation of life of the faculty, staff, and students enables the development of a thoroughly Christian and biblical world view and the creation of a Christian mind.

The Doctrinal Statement is to be reviewed yearly by the Strategic Planning Council and recommended changes made to the Board of Directors as needed.

Divisional Goals
Divisions are the sub-structures of the institution organized to facilitate optimal achievement of its mission. The goals of each division are logical outgrowths of the relationship between the department and programs that form it. The goals of each division are to reflect peculiar knowledge and expertise resident within that division.

The Divisional Goals are to be reviewed yearly by the divisional leadership and the President/CEO.

General Education Objectives
General Education Objectives are viewed from multiple perspectives but usually attend to the institutions concepts of the liberally educated person and the process skills essential to doing academic work. General Education Objectives tend to reflect expectations from a limited collection of shared division courses (communications, computer, mathematics, etc.) helping in the realization throughout the total curricular and extracurricular experience afforded by the institution.
General Education Objectives are to be reviewed yearly by the membership of each division, the division head, the Vice President of Academic Affairs, the Vice President of Student Affairs and the President/CEO.

**Department Objectives**
Departments (units organized around finite bodies of knowledge and generally agreed upon modes of intellectual inquiry) establish objectives special to the department that reflect its contributions to the aspirations of the institution, the division, general education, and students.

Departmental Objectives are to be reviewed yearly by the department chairperson and all members of the department, the Vice President of Academic Affairs, and the President/CEO.

**Objectives for Concentrations**
The expectations of outcomes from a concentration are globally relative to the discipline and specific with regards to the institution. Objectives set out knowledge, skills, and values expectations that are unique to the character of what the institution provides while maintaining fidelity to the discipline.

Course Objectives are reviewed periodically coinciding with its frequency of being taught by the instructor of the course, department chairperson, and the Vice President of Academic Affairs. Course Objectives are to be noted on all course syllabi.

**Unit Objectives**
Each course is to have well-defined units that recognize the pedagogical management of that course content. Each unity should have objectives that attend to the acquisition and use of various intellectual or performance skills and knowledge. These objectives are thought of as specifications for the development of examinations.

Unit Objectives are reviewed periodically coinciding with the frequency of the course being taught by the instructor of the course, department chairperson, and the Vice President of Academic Affairs.
Education Goals and Objectives

Educational Goals
It is the goal of NLTS to develop servant leaders with academic proficiencies, high academic training, interpersonal skills, and moral constitution. It is our desire that each student be sent into the world prepared, trained, and equipped to fulfill the Great Commission (Matthew 28:19-20).

Therefore, NLTS is committed to …
High Academic Training: Students will achieve the best academic training mixed with practical hands-on experience in their chosen field of ministry;
Interpersonal Skills: Students will develop interpersonal skills conducive to the various fields of their chosen ministry; and
Moral Constitution: Students will develop into strong spiritual and moral adults who develop into their character a true Christian lifestyle and mind of Christian servanthood.

Educational Objectives
By providing all students…
High Academic Training whereby the graduate of NLTS has developed…
- evaluative skills;
- a commitment to a lifelong pursuit of learning and intellectual growth;
- the ability to demonstrate effective and efficient communication skills;
- educational knowledge and theory to be utilized in fulfilling daily-living experiences; and
- the ability to resource sound information.
Interpersonal Skills whereby the graduate of NLTS has developed …
- a commitment to modeling maturity in the relationships of family, church, and society; and
- an acceptance and appreciation of diversity, and is able to relate positively, without prejudice, to produce interaction and experiences among diverse racial and cultural groups.
Moral Constitution whereby the graduate of NLTS has developed…
- an understanding and purpose for daily worship;
- the transference of knowledge and commitment of daily discipleship into their Christian lifestyle;
- a sound understanding of Scripture and a deep appreciation for our Judeo-Christian heritage;
- effective and efficient communication that enables the student to defend the Scripture to an urban audience; and
- the ability to articulate the gospel in order to lead others to a saving knowledge of Jesus Christ.
ACADEMIC PROGRAMS

The undergraduate academic curriculum at New Life Theological Seminary is divided into two levels:

1. Undergraduate Level
   a. Associate of Arts Program
   b. Bachelor of Arts Program

2. Graduate Level
   a. Master of Arts
   b. Master of Divinity

Additionally, the curriculum is divided into four academic departments:

2. General Studies - Core Academic Studies in English, Mathematics, Social Sciences, Church History, and Humanities
4. Pastoral Studies - Counseling, Pastoral Ministries

These four educational departments are unique and special in their individual task but are unified and committed in purpose as a body (NLTS) to fulfill the Great Commission (1 Cor. 12; Eph. 4).

ASSOCIATE DEGREE PROGRAMS

The 66-semester credit hour program of study offers two different tracks. The student entering the Associate of Arts Degree Program is able to choose from two options for this degree: the Associate of Arts in Biblical Studies or the Associate of Arts in Urban Ministry. Students wishing to further their studies may use the Associate of Arts degree as a stepping stone to the Bachelor of Arts degree.

The goals of the Associate of Arts in Urban Christian Ministries Program are...

1. To understand the basic historical and theological dimensions of the Christian faith. (H)
2. To participate in a field specific, cross-cultural mission to develop the skills and commitment to minister in the urban setting. (I)
3. To demonstrate love for God and His Word to cultivate the practice of spiritual maturity and Christ-like character, with appreciation and sensitivity to the cultural, religious, and social contexts of the peoples of the world. (M)

The goals of the Associate of Arts in Biblical Studies Program are...

1. To gain a comprehensive knowledge of the Old and New Testaments and their interrelationship. (H)
2. To gain skill in interpreting individual Bible passages in their historical and theological context. (I)
3. To gain a systematic understanding of Christian theology that is both firmly rooted in the Scriptures and that can be effectively related to and communicated to today's world. (M)
BACHELOR DEGREE PROGRAMS

The 128 semester credit hour program of study provides flexibility for serious minded students. The student entering the Bachelor of Arts Degree Program is able to choose from two (2) options for this degree. Each of the two options has five (5) concentrations (majors). Each bachelor degree requires six (6) hours of humanities electives divided into two (2) groups: Group I offerings are in the area of music and Group II offerings are in the area of Literature. Students are encouraged to make their selection of electives according to their interests and degree emphasis. Advisement is available for student and academic concerns.

The programmatic goals of the Bachelor of Arts in Urban Christian Ministries Programs are...
1. To understand the basic historical and theological dimensions of the Christian faith. (H)
2. To participate in a field specific, cross-cultural mission to develop the skills and commitment to minister in the urban setting. (I)
3. To demonstrate love for God and His Word to cultivate the practice of spiritual maturity and Christ-like character, with appreciation and sensitivity to the cultural, religious, and social contexts of the peoples of the world.

The programmatic goals of the Bachelor of Arts in Biblical Studies Programs are...
1. To gain a comprehensive knowledge of the Old and New Testaments and their interrelationship. (H)
2. To gain skill in interpreting individual Bible passages in their historical and theological context. (I)
3. To gain a systematic understanding of Christian theology that is both firmly rooted in the Scriptures and that can be effectively related to and communicated to today's world. (M)

GRADUATE DEGREE PROGRAMS

MASTER OF ARTS

The seminary offers two graduate level degrees. The first degree is in the Department of Urban Studies. It is a sixty-four (64) semester credit hour Master of Arts in Urban Christian Ministry program. This degree provides the student in-depth study involving course work, research, practicum, internship, and a thesis. Students enrolled must maintain an overall GPA of 2.5 or higher to continue in the program. Students falling below a 2.5 will automatically go on academic probation. Students are expected to follow the required course of study for the degree concentration.

Each of the four (4) concentrations of study includes thirty-two (32) hours of field experience which are designed to provide the student with a better understanding of urban life and urban/metropolitan life issues.

All students enrolled in the Master of Arts in Urban Christian Ministry Program need to have some proficiency in the Biblical Languages.

The academic Master of Arts Degrees are intended for students desiring knowledge in a particular field. The Master of Arts in Urban Christian Ministry student can choose from among the following four (4) programs:
The programmatic goals of the Master of Arts in Urban Christian Ministries Programs are...

1. To apply strategies for communicating the gospel in cultural contexts. (H)
2. To participate in a field specific, cross-cultural mission to develop the skills and commitment to minister in the urban setting (I)
3. To Demonstrate love for God and His Word to cultivate the practice of spiritual maturity and Christ-like character, with appreciation and sensitivity to the cultural, religious, and social contexts of the peoples of the world. (M)

The second degree is in the Department of Pastoral Studies. It is a ninety-six (96) semester credit hour Master of Divinity program. This degree provides the student in-depth study involving course work, research, practicum, internship, and a thesis. Students enrolled must maintain an overall GPA of 2.5 or higher to continue in the program. Students are expected to follow the required course of study for the degree concentration.

The Master of Divinity is the standard degree required of pastors and church staff, and is nearly always required for persons entering into chaplaincy programs. Each of the three (3) concentrations of study are intense and focus specifically on the area the student chooses for a very specific career path in pastoral counseling, chaplaincy, or pastoral studies.

All students enrolled in the Master of Divinity program must obtain a level of proficiency in the Biblical Languages.

**MASTER OF DIVINITY**

The second degree is in the Department of Pastoral Studies. It is a ninety-six (96) semester credit hour Master of Divinity program. This degree provides the student in-depth study involving course work, research, practicum, internship, and a thesis. Students enrolled must maintain an overall GPA of 2.0 or higher to continue in the program. Students are expected to follow the required course of study for the degree concentration.

The Master of Divinity is the standard degree required of pastors and church staff, and is nearly always required for persons entering into chaplaincy programs. Each of the three (3) concentrations of study are intense and focus specifically on the area the student chooses for a very specific career path in chaplaincy, pastoral counseling, or pastoral ministry.

All students enrolled in the Master of Divinity program must obtain a level of proficiency in the Biblical Languages.
The goals of the Master of Divinity Program are...

1. To guide students in the acquisition of a thorough knowledge of the Holy Scriptures, including exegetical proficiency in the Greek New Testament, which provides the foundation for their own Christian growth and their ministry to others.

2. To promote in students the importance of critical thinking, utilization of resource material, and excellence in the comprehensive and communication of biblical truth.

3. To encourage students in the disciplines necessary for spiritual growth and maturity.

4. To facilitate strong interpersonal relationships that demonstrates love for people of diverse cultural and ethnic backgrounds.

5. To prepare students for effective vocational Christian service in their chosen field by providing an integrated approach to biblical studies, which combines practical skills instruction and supervised ministry experience.
STUDENT LEARNING OUTCOMES

The Vice President of Academic Affairs and the Department Chairpersons are to assist the faculty with understanding the learning outcomes process. In doing so, not only will the student benefit but also so will the institution. There are at least three benefits to an organized, effective, and efficient Student Learning Outcome Process:

1. It generates discussion and understanding among faculty, enabling the department to understand itself, rational, and curriculum as a unit.
2. It provides definable learning outcomes enabling each department to assess and confirm the quality of its academic course and programs. This is vital to self-assessment as it helps to identify strengths and weaknesses of courses, professors, and students.
3. It provides insights into budgeting procedures and needs; course reviews, major concentration reviews, five-year strategic planning, and assessment, etc.

Professors are to identify learning outcomes for each class. These outcomes are to be measurable and relevant to the content area. They should emphasize what the student is to learn during the class period and the semester.

There are at least three key questions that the faculty person will need to ask in order to determine measurable learning outcomes:

1. What will the learner intellectually know or be able to do?
2. To what degree should the learner know or be able to do?
3. What conditions must exist for the learner to do it?

Professors are to give priority to the goals of the course and to the student's understanding of these desired learning outcomes. All student-learning outcomes are to be included in course syllabi, including the use of concise action verbs to clarify and define preferred learning outcomes.

Professors must be careful not to confuse teaching objectives and learning objectives. Each learning outcome must be measurable or accessible.
Learning Outcome Form
(The Instructor must complete this form for each Course and turned in one week after Grades are Finalized)

Course: ______________________________________________ Academic Year: __________
Instructor: ____________________________________________ Date of Completion: ________

<table>
<thead>
<tr>
<th>LIST LEARNING OUTCOMES</th>
<th>CRITERIA ASSESSMENTS</th>
<th>EVIDENCE OF SUCCESS</th>
<th>PLAN FOR IMPROVEMENT</th>
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<tbody>
<tr>
<td>Learning Outcome # 1</td>
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<td>Learning Outcome # 7</td>
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Note: This form is a MS Word Table. All information is to be typed into the table.
Components of a Comprehensive Assessment Plan

**Institutional Mission Statement:**
Our purpose is to equip servant leaders of integrity to exegete and deliver the Word of God, to urban peoples of all cultures, for the glory of Jesus the Messiah.

**Department Purpose Statement:**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Assessment Instrument</th>
<th>Date to be Administered</th>
<th>Person Responsible</th>
<th>Date for Analysis</th>
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**Department Goals:**

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**Learning Outcomes of Major:**

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<th>Goals</th>
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### Learning Outcomes of Concentration:

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### Review of Major:

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### Faculty/Staff Evaluation:

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</table>
**Assessment of Students:**

| Current and two previous Years | Fall 20_____ | Fall 20_____ | Fall 20_____
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<td>Current Number of Students</td>
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<td>Number of Alumni</td>
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<td>Number of Students Loss</td>
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**Analysis:**

<table>
<thead>
<tr>
<th>Assessment Instruments</th>
<th>New Goals</th>
<th>Implementation of Timeline</th>
<th>Budget</th>
<th>Date for Assessment</th>
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New Life Theological Seminary  
**Academic Course Review**  
*(required every three/four years)*

<table>
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<tr>
<th>Course Number and Title:</th>
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<tr>
<th>Instructor's Name</th>
<th>Highest Degree</th>
<th>Academic Dept.</th>
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</table>

**TEXTBOOKS USED:**

<table>
<thead>
<tr>
<th>Title, Author and ISBN</th>
<th>Is the textbook appropriate to the course? Yes or No*</th>
<th>Is the textbook written at the appropriate level? Yes or No*</th>
<th>Is the textbook current and/or been recently updated to reflect contemporary research? Yes or No*</th>
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*If answered NO to any of the above please explain:

**SYLLABUS**

1. Is there a current syllabus available that meets the standards format for the institution?  
   Did you submit a copy to the VP of Academic Affairs? If not, include a copy with your Course Review.

2. Are the learning outcomes measurable? If yes, what methods are being used to measure the learning outcomes? If no, what steps are being taken to measure the learning outcomes?

3. Are the course assignments designed at the appropriate level of learning? What level of Bloom's taxonomy does each assignment demonstrate (see attached)? Include a copy with your Course Review.
## ENROLLMENT

<table>
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<tr>
<th>Semester</th>
<th># of Students</th>
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1. Does the enrollment indicate a need to eliminate the course? ____
2. Does the enrollment indicate a need to add another section? ____
3. Does the enrollment indicate a need for additional faculty support? ____
   If yes, then please explain the degree of support needed.

4. Does the enrollment indicate a need for more staff support? ____
   If yes, then please explain the degree of support needed.

## GRADING

<table>
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<th>D</th>
<th>F</th>
<th>I</th>
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Does the grade distribution show a realistic distribution? ____
   If no, then please explain.
STUDENT INTERACTION

1. Are the instructor's office hours published and available for the student? ____
   List office hours: ____________________

2. Are the assignments being graded and returned to the student within two (2) weeks of receipt?
   If no, then please explain.

3. Are all phone calls and/or emails returned within forty-eight (48) hours of receipt?
   If no, then please explain.

ASSESSMENT

1. Briefly explain how the course outcomes are currently assessed.

2. Attach samples (3) of current assessment tools (e.g., tests, assignments, projects, papers, etc.).

3. Using the course syllabus, indentify which outcomes are addressed on the attached sample items.

4. Describe and explain any revisions that may be made to the current assessment tools.

5. Check the method(s) your department will use to assess outcomes.
   A. ____ Items analysis of scores on tests (can be reported with a breakdown by item of the numbers of students who were successful or unsuccessful on a particular question).
   B. ____ Scoring scale, grading criteria, or rubric for a significant or representative assignment or project.
   C. ____ Other internal review. Please describe.
6. Check the ways your department intends to use assessment results to improve student learning:
   ___ Discover areas of student strengths and weaknesses
   ___ Explore innovative ways to address course outcomes
   ___ Obtain more consistency in multi-section courses
   ___ Reduce grade inflation by linking test and course grades to mastery of all outcomes
   ___ Explore other ways of assessing learning outcomes
   ___ Revise learning outcomes
   ___ Increase contact with other faculty
   ___ Explore active learning strategies
   ___ Other (explain)

7. What tools were used in assessing the student's skills in evaluating the quality of informational sources as it relates to this course?

8. What percentage of students have demonstrated sophisticated skills in evaluating the quality of information sources as it relates to this course, field, and level? ________________.

SUMMARY:
The Instructor's Recommendations

Course (Title and Number): _______________________________________________________

What changes do you recommend for this course?

Different or additional Textbook and/or Material(s):

New or additional Outcomes/Goals:

Other suggestions:

Proposed timeline for implementation of recommended changes:

Budget allocations necessary to implement recommended changes:

Signature: ______________________________ Date: __________
Instructor Completing Review

Signature: ______________________________ Date: __________
Department Head

Signature: ______________________________ Date: __________
Academic Dean
New Life Theological Seminary

Faculty Development Checklist
(required annually)

Name: ______________________________   Date: __________

1. If you have not submitted a curriculum vitae to the VP of Academic Affairs within the last three (3) years, please do.

2. List several specific goals in the areas of teaching effectiveness, scholarship, institutional service, and/or church/community service that you would like to fulfill in the coming years.

3. Rank the top five (1-5 with 1 being most important) specific instructional needs that you would be interested in receiving staff development:

___ Syllabus Writing (Bloom's Taxonomy; writing measurable learning outcomes)
___ The use of Classroom Assessments (Embedded Assessment)
___ Classroom communication skills
___ Using multi-media as an instructional tool
___ Faculty Portfolio Development
___ Teaching Methods and Strategies Presentation
___ Populi
___ Curriculum integration and the Christian world view
___ Basic research methodology and skills for publications
___ If applicable, student advisor
___ Other (be specific) ________________________________________

Received by: _________________________  Copy to: _________________________

Department Head             VP Academic Affairs
FACULTY SELF-EVALUATION

Please provide an assessment of your job performance over the period of service currently under evaluation.

5 = Strongly Agree    4 = Agree    3 = N/A    2 = Disagree    3 = Strongly Disagree

I. Teaching Performance: Circle the most appropriate response.

1. All my course syllabi have clearly stated course objectives.  5 4 3 2 1
2. The course objectives agree with departmental and institution purposes.  5 4 3 2 1
3. The stated objectives reflect the course content and are current with recent developments within the discipline.  5 4 3 2 1
4. The textbooks are current and they conform with course objectives.  5 4 3 2 1
5. Class sessions are designed to encourage critical thinking and interactive discussion.  5 4 3 2 1
6. The content and presentation of all courses taught appropriately reflect a Christian philosophy and conform to the doctrinal statement of the institution.  5 4 3 2 1
7. The instructional methods are varied and responsive to the needs of the learner.  5 4 3 2 1
8. The specific needs of the academically advanced and the academically handicapped students are accommodated.  5 4 3 2 1
9. Tests are correlated well with the content of course assignments and class sessions.  5 4 3 2 1
10. Course assignments include elements of writing and research appropriate to the level and nature of the course.  5 4 3 2 1
11. The course requirements include sufficient reading assignments from the text and course documents.  5 4 3 2 1

Should you have any disagreement with any of the above statements, please provide, on a separate sheet of paper, specific analysis of the areas needing growth. Take account of and respond to the assessments of students, peers, and department heads.

Faculty Member's Signature: _________________________ Date: _______________
II. Scholarly Activity
In the space below, please describe and assess your scholarly activity related to your teaching area over the past three (3) years. Please include information such as advanced study, research projects, scholarly research leading in publication or presentation, professional consulting activity, efforts to improve instructional practices, memberships and activities in professional societies and associations, and publishing activity, continuing education, etc.

1.

2.

3.

4.

5.

6.

III. Institutional Service
Describe and assess your service and professional contributions to the institution over the past three (3) years. Include such activities as committee memberships, special projects, special departmental assignments, and any other non-testing professional service you have rendered to the institution.

IV. Personal Growth
Describe and assess your personal and on-going pursuit of Christ-likeness over the past three (3) years. This can include but is not limited to specific areas in your life in which you consider God working. Please provide as many details as possible.

V. Further Development
What changes do you foresee in your own professional growth and development? On a separate sheet of paper, please provide a brief plan for development based on your assessment. Be specific as possible.

New Life Theological Seminary
FACULTY SATISFACTION SURVEY

Please complete this survey indicating your response for each question by marking the most appropriate response. Return the survey to the Vice President of Academic Affairs.

Demographic Information:
1. Teaching Status Full-time ___ Part-time ___ Visiting ___
2. Highest Degree Ph.D. ___ D. Min. ___ Terminal MA ___ Non-Terminal MA ___ Other ___
3. Number of Years Taught at NLTS 0-5 ___ 5-10 ___ more than 10 ___

Mission Statement:
4. I know the institution's Mission Statement. Yes No* NA
5. I understand the institutions Mission Statement ___ ___ ___

Employee Handbook:
6. The Employee Handbook is a useful tool. ___ ___ ___
7. I am satisfied with the amount of input faculty are given in the development policies in the Employee Handbook. ___ ___ ___
8. Faculty have adequate input in the curriculum process. ___ ___ ___
9. The institution provides an appropriate degree of academic ___ ___ ___

Faculty Workload, Support and Development:
10. I am satisfied with the institution's efforts to assign me a reasonable workload. ___ ___ ___
11. Fair compensation is available for teaching. ___ ___ ___
12. Fair compensation is available for teaching overloads, including theses, independent/directive studies, etc. ___ ___ ___

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future satisfaction/compliance. Remember to identify the statement #. Attach sheet for additional information.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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<tbody>
<tr>
<td>13. Satisfactory teaching assistance is available to faculty.</td>
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<tr>
<td>14. Satisfactory office assistance is available.</td>
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<tr>
<td>15. I am satisfied with the institution's policy for faculty development.</td>
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<td>16. Research assistance should be available for faculty development.</td>
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<td>17. The academic program provides me with opportunities for</td>
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<td>teaching appropriate to my talents and educational background</td>
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<td>18. I am able to develop as a scholar in a manner that affords a</td>
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<td>competitive posture in the academic market.</td>
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<tr>
<td>19. The faculty evaluation process is effective in helping me determine</td>
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<td>my strengths and weaknesses in the classroom.</td>
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<td>20. The teaching hours are reasonable.</td>
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<td>21. The faculty-student ratio for my courses is manageable.</td>
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<td>22. Convocations/chapels enhances my spiritual growth.</td>
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<td>23. I would like to have more opportunity to participate in</td>
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<td>convocation/chapel.</td>
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<tr>
<td><strong>Human Resources:</strong></td>
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<tr>
<td>24. The administration communicates effectively with the faculty</td>
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<tr>
<td>25. Faculty have the opportunity to evaluate the institution's</td>
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<tr>
<td>administrators.</td>
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<tr>
<td>26. I am satisfied with the institution's efforts to provide an equitable</td>
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<tr>
<td>compensation package overall.</td>
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</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future satisfaction/compliance. Remember to identify the statement #. Attach sheet for additional information.
27. The institution provides satisfactory and equitable salary package.  
28. Teaching contracts are issued in a timely manner.  

**Student Development:**
29. My number of advised students is manageable.  
30. My training as an academic advisor is sufficient in helping meet institutional expectations.  
31. The institution is doing well at preparing students for graduate or advanced education.  
32. The institution is doing well at preparing students for employment after college.  
33. The institution is enhancing the student's intellect and critical thinking skills.  
34. The institution is enhancing the student's spiritual growth and moral character.  
35. The institution is enhancing the student's civic and community responsibilities.  

**Library:**
36. Library materials are adequate to support my research.  
37. Library materials are adequate to support the needs of students.  
38. Library staff are helpful.  
39. My academic department is actively involved in developing library resources (books, journals, periodicals, databases, etc.).  

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future satisfaction/compliance. Remember to identify the statement #.*
<table>
<thead>
<tr>
<th>Instruction Equipment and Supplication:</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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<tbody>
<tr>
<td>40. I satisfied with my access to material for teaching and learning on the NLTS campus.</td>
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<tr>
<td>41. I have adequate materials and supplies to support learning.</td>
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<tr>
<td>42. My department budget has been sufficient to acquire and replace needed materials and supplies.</td>
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<tr>
<td>43. The policy and procedure for acquiring and replacing needed materials and supplies is clear.</td>
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<tr>
<td>Technology:</td>
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<tr>
<td>44. Computers are sufficiently available for instructional purposes.</td>
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<tr>
<td>45. Computer equipment is readily accessible to students.</td>
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<tr>
<td>46. Library hours give adequate students access to the computer equipment.</td>
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<tr>
<td>47. The institution provides adequate training opportunities for faculty to acquire competency in operation software.</td>
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<tr>
<td>48. There is adequate computer support staff in place to meet my needs.</td>
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<tr>
<td>49. The institution provides current technology for staff to support administrative functions.</td>
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<tr>
<td>50. I use the online indexes to find periodical articles.</td>
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<tr>
<td>51. I use multi-media in my classroom presentations.</td>
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<tr>
<td>52. I have adequate access to multi-media, including a computer.</td>
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<tr>
<td>53. I encourage my students to use multi-media in completing projects and assignments, including but not limited to Populi.</td>
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</tbody>
</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future satisfaction/compliance. Remember to identify the statement #.
Facilities:
54. Facilities are kept clean. Yes  No*  NA

55. Facilities are well-maintained. ___ ___ ___

56. The grounds are well-maintained. ___ ___ ___

57. Disruptions due to construction are kept manageable. ___ ___ ___

In consideration of your answers to the previous questions, as well as other matters you believe relevant, what recommendations would you make to improve the development and/or overall welfare of the faculty at this institution?

Faculty and Staff Development:

Physical Plant and Facilities:

Library and Resources:

Technology and Equipment:

Other:

_________________________________________  __________
Faculty Signature          Date

_________________________________________  __________
Department Head Signature        Date

_________________________________________  __________
VP of Academic Affairs Signature        Date
Qualitative Measures

The institution recommends the use of a number of qualitative measures to assess the effectiveness of its various objectives and mission. These research methods provide a helpful path in obtaining answers to specific questions, collecting evidence, and producing undetermined findings, etc. In short, the qualitative research and the tools that drive the process provide understanding and greater perspective related to a set of problems and/or areas within the institution. The suggested qualitative measures should help committees effectively obtain specific information about the values, opinions, behaviors, and variety of academic and social contexts within the institution and the local community.

Focus Groups

Explanation of Focus Groups

A focus group is an effective way to elicit data on the cultural norms of the specific academic group. A broad overview of issues of concern related to the group can be effectively generated. The focus group will consider a specific question or area related to the institution's programs or activities. The members of the focus group will voice opinions, perceptions, or beliefs related to the area of focus.
Online Survey

Explanation of Survey

A survey is an effective way to elicit statistical data on the cultural norms of the specific academic group. The survey is designed for generating statistical inferences. The methodology in creating and disseminating a survey is important for the committee to consider. The committee should consider at minimum, the purpose of the survey (i.e., what do we want to know?), test group, sample group, the best way to create and disseminate the survey, and other matters related to survey quality and question/response clarity. There are several online survey tools that are available with minimal to no cost to the user (e.g., Google Docs, Survey Monkey, etc.)

Goal
A SWOT Analysis can be applied to broad and focused goals alike. Its main purpose is to help you build a clear picture of what you want to achieve and reveal any opportunities that could be pursued as well as bring awareness of any threats that need to be managed.

Strengths
A strength could be abilities, knowledge, skill, resources or maybe advantageous circumstances. (Suggestion - Consider personnel, logistics, comparisons with other institutions, etc.)

Weaknesses
Weakness is a gap or deficit in either skill, knowledge or resources required to achieve your goal. (Suggestion - Consider what the goal requires and note any deficiencies and uncertainties.)

Opportunities
Opportunities are potential routes to reaching and exceeding your goals. (Suggestion - Think creatively and exhaust all opportunities; consider strengths in relation to goal; account for possible external and internal changes)

Threat
A threat is something that you consider may prevent you reaching your goal. (Suggestion - Account for possible external and internal changes; prioritize threats in terms of likelihood of occurrence and develop a realistic back-up plan.)
PROCESS FOR DEVELOPING A COMPREHENSIVE SWOT ANALYSIS*

The following is a suggested outline of the progress for completion of the SWOT (Strengths. Opportunities. Weaknesses. Threats) Analysis that is to be completed annually by all standing committees. A worksheet and Committee Template for the report is provided to assist in the completion of data retrieval and assessment.

I. Review current Environmental Scan as it pertains to the standing committee's focus
   A. Population Trends
   B. Education Trends
   C. Christian Education Trends
   D. Technological Trends
   E. Legislative Initiatives

II. Review current Institutional Characteristics (Facts and Assessment)
   A. Mission
   B. Goals and Objectives
   C. Institutional Development Program
   D. Institutional Profile
   E. Qualitative Review
   F. Quantitative Review

III. Develop a SWOT analysis by asking the following questions:
   1. What are we trying to do?
   2. Why are we trying to do it?
   3. How are we doing it?
   4. Why is it the best way of doing it?
   5. How do we know it works: If it didn't work, why didn't it work?
   6. How do we improve it?
   7. What is being done in comparable institutions (in this areas of focus)?
   8. What can be implemented in our area of focus that will enhance the institution?

IV. Prepare recommendations based on the SWOT analysis and submit both documents to the President/CEO of NLTS or VP of Academic Affairs before the deadline.

*Note: Individual committees will develop SWOT Analysis based upon their assigned areas only (e.g., Academic Committee, Finance Committee, etc.).
**SWOT Analysis**

**Strengths** – [Insert appropriate/specific question related to the area under assessment] 

**Opportunities** – [Insert appropriate/specific question related to the area under assessment] 

**Weaknesses** – [Insert appropriate/specific question related to the area under assessment] 

**Threats** – [Insert appropriate/specific question related to the area under assessment] 

**Summary** (attach additional page if necessary):
SWOT Analysis for: _______________________________  Date: _____________

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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</table>

**INTERNAL FACTORS**

**EXTERNAL FACTORS**

**SUMMARY** (attach additional page if necessary):
SWOT Analysis for: ________________________________ Date: ______________

1. The THREE greatest internal strengths of ______________________________:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. The THREE greatest internal weaknesses of ______________________________:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. The THREE greatest external opportunities of ______________________________:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. The THREE greatest external threats of: ______________________________:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. Summary of: ________________________________ (attach additional page):

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
INSTRUCTIONS

Annual Report Template

Each committee of the Strategic Planning Council (SPC) is required to complete and present an annual report at the September Strategic Planning Council Meeting. The committee chair is responsible for providing copies to all SPC members including the Executive Assistant to the President for collaboration and reporting purposes.

Using the Annual Report Template, each committee will report on those areas listed. The report should include only those areas pertaining to the specific committee. The committee is also required to provide copies of the SWOT Analysis used and the results.
IEAP Committee Annual Report Template
(attach all necessary sheets/worksheets)

Name of Committee: __________________________________________________

Materials Reviewed:

Qualitative Measure(s): (attach SWOT, survey results, Focus Group report)

Process Analysis of ________________________________

Recommendation:
   Immediate (within one year)

   Long Range:
      (2-5 years)

      (6-10 years)

Implementation of Recommendations:

   Timeline for Implementation

   Budget Allocations for Implementation

   Assessment Cycle of Implementation

Submitted by: ____________________ Date: __________
STRATEGIC PLAN FORMAT

I. The Institution's Mission and Goals Including Benchmarks for the 21st Century

II. External Analysis
   A. Environmental Scan
      1. Population Trends
      2. Educational Trends
      3. Christian Education Trends
      4. Technological Trends
      5. Legislative Initiatives
   B. Competition Analysis
      1. Benchmark Institution Analysis
      2. Technological Forces
      3. Distance Learning Analysis
   C. Successful Institution Characteristics
      1. Endowments
      2. Alumni Outreach
      3. Marketing Strategies
      4. Academics

III. Internal Analysis
   A. Institutional Profile
      1. Student Body Demographics
      2. Faculty Demographics
      3. Facilities Utilization
   B. Qualitative Review
      1. Spiritual Affairs
      2. Academic Affairs
      3. Student Affairs
      4. Administrative Affairs
   C. Quantitative Affairs
      1. Budget
      2. Endowment
      3. Financial Aid
      4. Donors
   D. SWOT Analysis
   E. Process Analysis
      1. Enrollment Management
      2. Academics
      3. Administrative Processes
New Life Theological Seminary  
Board of Directors Survey  
(Required Annually at the February BOD Meeting)

Statement:  
1. I receive appropriate financial reports in a timely manner.  
2. I am frequently involved in the establishment of financial priorities.  
3. My involvement in financial planning centers around broad policy, rather than specific implementation.  
4. I am aware of the current Operational and Master Plan.  
5. In physical resources planning, I often use the Operational and Master Plan as a guide.  
6. I am frequently involved in the establishment of priorities for the procurement and maintenance of physical resources.  
7. I am satisfied that clearly written guidelines separate the Board policy-making function from the on-campus administration/implementation policy.  
8. I am aware of the means for determining how well this written policy is being followed.  
9. Unless designated for this purpose, specific individuals or groups within the Board do not make final decisions for the Board.  
10. I am frequently supplied accurate information regarding the financial condition and stability.  
11. No groups or organizations external to the Board place undue pressure on decision making within the Board.  
12. The Board discusses and approves all changes to the Institutional Mission Statement.  
13. I was involved in the most recent revision of the Mission Statement.  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I receive appropriate financial reports in a timely manner.</td>
<td>[ ]</td>
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<tr>
<td>4. I am aware of the current Operational and Master Plan.</td>
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<tr>
<td>5. In physical resources planning, I often use the Operational and Master Plan as a guide.</td>
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<tr>
<td>6. I am frequently involved in the establishment of priorities for the procurement and maintenance of physical resources.</td>
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<tr>
<td>7. I am satisfied that clearly written guidelines separate the Board policy-making function from the on-campus administration/implementation policy.</td>
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<tr>
<td>8. I am aware of the means for determining how well this written policy is being followed.</td>
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<tr>
<td>9. Unless designated for this purpose, specific individuals or groups within the Board do not make final decisions for the Board.</td>
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<tr>
<td>10. I am frequently supplied accurate information regarding the financial condition and stability.</td>
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<tr>
<td>11. No groups or organizations external to the Board place undue pressure on decision making within the Board.</td>
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<tr>
<td>12. The Board discusses and approves all changes to the Institutional Mission Statement.</td>
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</tr>
<tr>
<td>13. I was involved in the most recent revision of the Mission Statement.</td>
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</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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<tbody>
<tr>
<td>15. The Mission is clearly communicated in the admission and recruitment</td>
<td></td>
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<tr>
<td>policies.</td>
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<tr>
<td>16. I am satisfied that admission and recruitment policies contribute</td>
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<tr>
<td>properly in the size and character of the student body outlined in the</td>
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<tr>
<td>Institutional Mission Statement.</td>
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<tr>
<td>17. The Board has sufficient policy-making authority over admissions and</td>
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<tr>
<td>recruitment policies to determine how well they follow policies outlined</td>
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<tr>
<td>in the Institutional Mission Statement.</td>
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<tr>
<td>18. I am familiar with faculty employment policies.</td>
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<tr>
<td>19. I am satisfied with faculty employment policies.</td>
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<tr>
<td>20. Faculty compensation is adequate to attract and retain quality</td>
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<tr>
<td>faculty.</td>
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<tr>
<td>21. I receive an annual review of faculty salaries.</td>
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<tr>
<td>22. I am aware of current TRACS requirements for an institution's Board</td>
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<tr>
<td>of Directors.</td>
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*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information.
Board of Directors Survey(s)

Online Forms @ NLTS1117@Gmail.com
New Life Theological Seminary
STRATEGIC PLANNING COUNCIL CHECKLIST

Instructions:
The Strategic Planning Council completes the checklist. Completion date is January 15.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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<tbody>
<tr>
<td>1. The institution's mission adequately states what the institution is</td>
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<tr>
<td>attempting to accomplish in the 21st century.</td>
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<tr>
<td>2. The ethical standards and values are clearly written and published in</td>
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<td>appropriate publications.</td>
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<tr>
<td>3. The institution demonstrates its commitment to strategic planning.</td>
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<td>4. The institution demonstrates its commitment to assessment of programs</td>
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<tr>
<td>and personnel.</td>
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<tr>
<td>5. The administration seeks to operate the institution in a fiscally</td>
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<tr>
<td>prudent, cost effective manner.</td>
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<td>6. The value of the institution is competitive when compared with that</td>
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<tr>
<td>of other comparable institutions of higher learning.</td>
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<tr>
<td>7. The academic program is properly structured, sufficiently demanding,</td>
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<tr>
<td>and adequately resourced of accomplishing the institution's mission.</td>
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<tr>
<td>8. Faculty and staff are effectively recruited, developed, and retained.</td>
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<tr>
<td>9. The institution actively seeks diversity among the student body,</td>
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<tr>
<td>faculty, and staff.</td>
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<tr>
<td>10. The institution demonstrates its commitment to the effective use of</td>
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<td>technology for students, faculty, and staff.</td>
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<td>11. The biblical and theological courses required of all students are</td>
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<td>adequate for fulfilling the institution's mission.</td>
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<td>12. Convocations or chapels serve to complement the overall spiritual</td>
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<td>growth of the students, faculty, and staff.</td>
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<td>13. The institution demonstrates its commitment to evangelism and</td>
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<td>discipleship among the students.</td>
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<td>14. The institution demonstrates its commitment to the local community</td>
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<td>and to partnership with other local and regional institutions.</td>
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</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. Completed form should be initialed and dated by committee chair.
**Instructions:**
The Administrative Committee completes the checklist. Completion date is January 15.

**Statement:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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<tbody>
<tr>
<td>1. The State's legal authorization to operate is on file.</td>
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<tr>
<td>2. There is a written mission for the governing board.</td>
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<tr>
<td>3. There is written objectives for the governing board.</td>
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<tr>
<td>4. The mission and objectives reflect the institution's mission and goals.</td>
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<tr>
<td>5. The <em>Board Handbook</em> is readily available.</td>
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<tr>
<td>6. The Board's policies are written and published.</td>
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<tr>
<td>7. The <em>Board Handbook</em> is updated yearly.</td>
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<td>8. There is a record that the Board members have read the Handbook.</td>
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<tr>
<td>9. There is an orientation process for new Board members.</td>
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<tr>
<td>10. The Board is receiving regular input from the administration.</td>
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<tr>
<td>11. The Board is receiving regular input from the alumni.</td>
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<tr>
<td>12. A strategic plan and a long-range plan are updated yearly.</td>
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<tr>
<td>13. A strategic plan and long-range plan are readily available to the Board.</td>
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<tr>
<td>14. A strategic plan and long-range plan include all of these areas: facilities, curriculum, degree programs, financial position, library, other support areas, faculty, students. If something is missing, what is it?</td>
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<tr>
<td>15. There are clearly defined objectives and timetable within the <em>Strategic Plan.</em></td>
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<tr>
<td>16. There is an assessment cycle in place for all areas of the institution.</td>
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<tr>
<td>17. The Board reviews the purpose, objectives, and philosophy of the institution on a regular basis.</td>
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<tr>
<td>18. There is a policy regarding academic freedom.</td>
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<tr>
<td>19. The academic freedom policy is enforced.</td>
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</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. Completed form should be initialed and dated by committee chair.*
New Life Theological Seminary
BOARD OF DIRECTORS CHECKLIST
(Continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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<tbody>
<tr>
<td>20. The Board reviews all proposed substantive changes prior to their</td>
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<tr>
<td>implementation.</td>
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<tr>
<td>21. The Board evaluates the chief executive officer annually.</td>
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<tr>
<td>22. There is a written process for this evaluation.</td>
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<tr>
<td>23. The minutes of Board meetings are regularly maintained.</td>
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<tr>
<td>24. The minutes of Board meetings are clear and concise.</td>
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<tr>
<td>25. The minutes reflect the Board's approval of the annual operation budget.</td>
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<tr>
<td>26. The minutes reflect the Board's review of the quality and integrity of operations.</td>
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<tr>
<td>27. The Board minutes include approvals of all administrative staff members.</td>
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<tr>
<td>28. The minutes reflect the Board's approval of salary schedules and benefit packages.</td>
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<tr>
<td>29. There is a standard procedure for the dissemination of Board minutes.</td>
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<tr>
<td>30. There is an archival process for the minutes in place.</td>
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<tr>
<td>31. The schedule of Board meetings is carefully maintained.</td>
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<tr>
<td>32. The minutes reflect a prepared agenda for each meeting.</td>
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<tr>
<td>33. The minutes are regularly maintained showing business transacted and meetings held with the Executive Committee.</td>
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<tr>
<td>34. The CEO has the proper credentials.</td>
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<tr>
<td>35. The Board deals with policy issues rather than management issues.</td>
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<tr>
<td>36. Board members understand their legal responsibilities as trustees.</td>
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<tr>
<td>37. The Board performs annual self-evaluations.</td>
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<tr>
<td>38. The Board makes decisions utilizing the Strategic Plan.</td>
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</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. Completed form should be initialed and dated by committee chair.*
Instructions:
The Administrative Committee completes the checklist. Completion date is January 15.

Statement:  
Yes  No*  NA
1. There is a written mission for the Board of Directors. ___ ___ ___
2. There are written objectives for the Board of Directors. ___ ___ ___
3. The mission and objectives reflect the institution's mission and goals. ___ ___ ___
4. The constitution and bylaws indicate the proper authority for the President. ___ ___ ___
5. The President's reports to the Board are properly archived. ___ ___ ___
6. An organizational chart clearly depicting line of administrative responsibility is published. ___ ___ ___
7. Interviews with representative members within the institution indicate the policies and procedures are followed. ___ ___ ___
8. Job descriptions of each staff position are on file. ___ ___ ___
9. Each staff member has a copy of his job description. ___ ___ ___
10. Each job description was reviewed and updated as necessary within the last year. ___ ___ ___
11. The job description is the basis of annual evaluations of the staff members. ___ ___ ___
12. The position of President is a primary full-time responsibility. ___ ___ ___
13. The administrative areas of the institution have appropriately experienced and credentialed employees. ___ ___ ___
14. The evaluation process of the President is in written form. ___ ___ ___
15. The documentation showing that the evaluation process is being followed is properly archived. ___ ___ ___
16. The President has final responsibility for all affairs relating to financial aid. ___ ___ ___

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. Completed form should be initialed and dated by committee chair.
New Life Theological Seminary
ACADEMIC CHECKLIST

Instructions:
The Academic Committee completes the checklist. Completion date is January 15.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The <em>Employee Handbook</em> is regularly updated.</td>
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<tr>
<td>2. Faculty rights and responsibilities are clearly stated in the <em>Employee Handbook</em>.</td>
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<tr>
<td>3. Academic policies and procedure are current and clearly stated.</td>
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<tr>
<td>4. A curricular process is established and fully functioning.</td>
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<tr>
<td>5. The degree level of the curriculum and the curriculum are congruent.</td>
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<tr>
<td>6. There is a written process for faculty development and academic freedom.</td>
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<tr>
<td>7. Faculty promotion criteria are clearly stated in the <em>Employee Handbook</em>.</td>
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<tr>
<td>8. An examination on course proliferation/duplication has been made.</td>
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<tr>
<td>9. The general education core is appropriate for the degree programs offered.</td>
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<tr>
<td>10. There is a regular and systematic grade reporting cycle.</td>
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<tr>
<td>11. There is an organized, functioning faculty organization.</td>
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<tr>
<td>12. The syllabi for all courses follow the format designated by the institution clearly indicating measurable learning outcomes and assignments appropriate to the academic level of the course.</td>
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<tr>
<td>13. The pre-class assignments for modular courses are in place a minimum of 30 days prior to the beginning of the course.</td>
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<tr>
<td>14. A calculation of the average grades of the graduates each year has been completed.</td>
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<tr>
<td>15. There is an indication of grade inflation.</td>
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<tr>
<td>16. The faculty performance reviews are collected and reviewed on a regular basis.</td>
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</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. **Completed form should be initialed and dated by committee chair.**
New Life Theological Seminary

ACADEMIC CHECKLIST
(continued)

Statement:

17. There is at least a biennial review of the faculty performance criteria. ___ ___ ___
18. The faculty performance criteria encourages and supports the dedication of time and energy to undergraduate teaching. ___ ___ ___
19. The faculty performance criteria reflects that teaching is the central task and concern of the institution. ___ ___ ___
20. The results of the "core competencies" (written and oral communication, mathematical analysis, scientific literacy, critical thinking, and technology) has been published. ___ ___ ___
21. The learning outcomes for a graduate have been established. ___ ___ ___
22. The learning outcomes are mission driven. ___ ___ ___
23. The learning outcomes have been approved by the Board of Directors. ___ ___ ___
24. A statement of the general skill and abilities for the graduate for each major is in writing. ___ ___ ___
25. The statements of general skill include a rationale for each requirement and a statement of how the fulfillment of that requirement is accomplished and assessed. ___ ___ ___
26. All programs show a commitment to diversity. ___ ___ ___
27. The faculty/student ratio has been calculated. ___ ___ ___
28. Steps have been taken to find ways to lower the faculty/student ration. ___ ___ ___
29. The faculty load indicates a reasonable academic load for all faculty. ___ ___ ___
30. The library has printed a handbook. ___ ___ ___
31. The library is adequate to support the curriculum, faculty, and number of students. ___ ___ ___
32. The library staff is qualified. ___ ___ ___
33. Remedial support is provided for inadequately prepared students. ___ ___ ___

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New Life Theological Seminary
ENROLLMENT MANAGEMENT CHECKLIST

Instructions:
The Enrollment Management Committee completes the checklist. Completion date is January 15.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1. The institution shows commitment to diversity in its recruitment process.</td>
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<tr>
<td>2. Marketing material reflects the institution's program facilities, and resources.</td>
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<tr>
<td>3. Recruitment materials have a clear and accurate description of the programs.</td>
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<tr>
<td>4. A committee is in place to address admission questions.</td>
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<tr>
<td>5. Admission policy changes for the year have gone through due process.</td>
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<tr>
<td>6. Admission requirements are consistent with the purpose of the institution.</td>
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<tr>
<td>7. The admission policy has been reviewed and necessary changes have been made in the last three years.</td>
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<tr>
<td>8. Transfer evaluation policies are clear.</td>
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<tr>
<td>9. Transfer evaluation policies have been reviewed and necessary changes have been made in the last three years.</td>
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<tr>
<td>10. The institution has a strategic marketing plan.</td>
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<tr>
<td>11. Admission requirements for all curricular programs are readily available.</td>
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<tr>
<td>12. Availability of remedial support is made clear in the admission process.</td>
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<tr>
<td>13. The availability to benefit criteria is established.</td>
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<tr>
<td>14. The ability to benefit criteria is in use.</td>
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<tr>
<td>15. Credit granted for prior learning is evaluated within standard guidelines such as a Council or Committee using a documented portfolio.</td>
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<tr>
<td>16. Fundraising activities are ethical.</td>
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<tr>
<td>17. Fundraising activities are consistent with the institutional purpose.</td>
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<tr>
<td>18. There is regular correspondence with alumni.</td>
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</table>

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New Life Theological Seminary
FACILITIES AND SAFETY CHECKLIST

Instructions:
The Comprehensive Campus Committee completes the checklist. Completion date is January 15.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1. There is a master facilities plan in place for the updating and replacing of obsolete or deterioration facilities.</td>
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<tr>
<td>2. There has been an analysis of faculty/student demands for auxiliary services.</td>
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<tr>
<td>3. There is a functioning purchasing and inventory management process.</td>
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<tr>
<td>4. Classroom space is adequate for the student enrollment.</td>
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<tr>
<td>5. Classroom space is adequate for the programs offered.</td>
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<tr>
<td>6. There is a comprehensive safety plan in case of fire, flood, or other natural disasters.</td>
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<td>7. There is a secure place for the permanent academic records.</td>
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<tr>
<td>8. There is an off-site location for duplicate copy of the academic records.</td>
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<tr>
<td>9. There is an up-to-date master facilities plan for the institution.</td>
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<tr>
<td>10. Emergency and crisis procedures are clearly outlined and displayed in the buildings.</td>
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<tr>
<td>11. The library is adequate, providing space for holdings.</td>
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<tr>
<td>12. There are budget considerations for acquisition, maintenance, and replacement of equipment that supports academic programs.</td>
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<tr>
<td>13. All facilities have been approved in writing by the appropriate state and local agencies.</td>
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<tr>
<td>14. The use of facilities is controlled by the institution.</td>
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<tr>
<td>15. The facilities are efficiently used.</td>
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</tbody>
</table>

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New Life Theological Seminary  
FINANCIAL CHECKLIST

Instructions:  
The Administrative Committee completes the checklist. Completion date is January 15.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1. The institution follows accounting practices that conform to accepted standards.</td>
<td></td>
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<tr>
<td>2. The institution prepares timely financial statements including the Balance Sheet and Statement of Revenue and Expense and submits them to the President, Board, and other designated personnel.</td>
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<tr>
<td>3. The institution prepares financial statements on a budget versus actual and/or comparative basis to achieve a better understanding of the finances.</td>
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<tr>
<td>4. The institution develops an annual comprehensive operating budget that includes costs for all programs, management and fundraising and all sources of funding.</td>
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<tr>
<td>5. The institution prepares cash flow projections.</td>
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<tr>
<td>6. The institution reconciles all cash accounts monthly.</td>
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<tr>
<td>7. Payroll is prepared following appropriate State and Federal regulations and organizational policy.</td>
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<tr>
<td>8. The institution has a written fiscal policy and procedure manual.</td>
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<tr>
<td>9. The institution has documented a set of internal controls, including the handling of cash and deposits, approval over spending, and disbursements.</td>
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<tr>
<td>10. All expenses of the organization are approved by a designated person before payment is made.</td>
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<tr>
<td>11. The institution can simplify processes to save on cost.</td>
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<tr>
<td>12. There is a faculty productivity analysis in place.</td>
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<tr>
<td>13. According to the current program reviews, it is financially expedient to enhance or drop any programs.</td>
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</table>

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New Life Theological Seminary
FINANCIAL CHECKLIST
(Continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
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<tbody>
<tr>
<td>14. There are outstanding possibilities that would allow for more cost</td>
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<tr>
<td>savings.</td>
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<tr>
<td>15. The institution utilizes student workers in an efficient manner.</td>
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<tr>
<td>16. The budget process includes grass roots personnel.</td>
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<tr>
<td>17. There is a written provision for faculty remuneration including clear</td>
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<tr>
<td>standards of faculty load.</td>
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<tr>
<td>18. Formulae for determining faculty load are jointly established through</td>
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<tr>
<td>academic and financial areas.</td>
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<tr>
<td>19. The chief financial officer reports to the President.</td>
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<tr>
<td>20. Finances adequately support the institutional purpose and programs.</td>
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<tr>
<td>21. There are consistent and continuous records for debt retirements,</td>
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<tr>
<td>capital acquisition, and cash flow.</td>
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<tr>
<td>22. The credit line is a least 10% of the operational budget.</td>
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<tr>
<td>23. There is an instrument plan that is adequate for the institution's</td>
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<tr>
<td>size and purpose.</td>
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<tr>
<td>24. Investment policies are in place to protect against conflict of</td>
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<tr>
<td>interest and mishandling of funds.</td>
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<tr>
<td>25. There is a written refund policy in place.</td>
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<tr>
<td>26. A certified external audit is completed each fiscal year and available</td>
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<tr>
<td>upon request.</td>
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<tr>
<td>27. There is a legally published and approved default policy.</td>
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<tr>
<td>28. Employees, Board members, and volunteers who handle cash and</td>
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<tr>
<td>investments are bonded to help assure the safeguarding of assets.</td>
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</table>

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New Life Theological Seminary

INSTITUTIONAL EFFECTIVENESS CHECKLIST

Instructions:
The Institutional Effectiveness and Assessment Committee completes the checklist. Completion date is January 15.

Statement:
1. The assessment results of the Alumni Survey have been reported to the Board and to the public. Yes No* NA
2. A SWOT Analysis has been made on the information gathered. ___ ___ ___
3. A SWOT Analysis has been made of the information gathered from the faculty survey. ___ ___ ___
4. A SWOT Analysis has been made based on the information gathered. ___ ___ ___
5. Each office/department has a written mission statement. An annual review, revision, and approval process is in place for the review of the Mission Statement. ___ ___ ___
6. The institution shows a commitment to diversity. ___ ___ ___
7. A faculty survey is completed annually. ___ ___ ___
8. An assessment of the "value added" or longitudinal change in the core competencies is updated on a yearly basis. ___ ___ ___
9. The President's publication is an effective means of communication with staff and faculty. ___ ___ ___
10. The institution's website and Populi dashboard are effective means of communication with staff, faculty, and students. ___ ___ ___
11. The effectiveness of the budget hearing process is reviewed annually. ___ ___ ___
12. There is an appropriate internal budgetary control structure in place. ___ ___ ___
13. A program is actively in place that insures that faculty and staff have achieved necessary skill levels in the area of technology. ___ ___ ___
14. An appropriate security access to data that adhere to FERPA is in place. ___ ___ ___
15. All faculty, staff, and students are given a careful review of the FERPA regulations each year. ___ ___ ___

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. Completed form should be initialed and dated by committee chair.
INSTITUTIONAL EFFECTIVENESS CHECKLIST  
(Continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. There is collaborative decision-making across departments on a regular basis.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17. An assessment of faculty standing committees is made on a yearly basis.</td>
<td></td>
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<tr>
<td>18. An assessment of the strategic planning committees is made on a yearly basis.</td>
<td></td>
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</tr>
<tr>
<td>19. The support staff is sufficient in number and competent to support administrative and academic functions of the institution.</td>
<td></td>
<td></td>
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<tr>
<td>20. The computer technology is adequate to support the staff and its administrative service functions.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>21. The <em>Policy and Procedure Manual</em> is available for all areas.</td>
<td></td>
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</tr>
<tr>
<td>22. The percentage of faculty with accredited terminal degrees meets the accreditation standards.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>23. All faculty members hold at least a master's degree with 18 graduate hours in the discipline of the teaching assignments.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24. The policy regarding the ration of full-time faculty and part-time faculty has been established and is followed.</td>
<td></td>
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</tr>
</tbody>
</table>

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New Life Theological Seminary

STUDENT DEVELOPMENT CHECKLIST

Instructions:
The Student Development Committee completes the checklist. Completion date is January 15.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a program designed to develop student leadership on campus.</td>
<td></td>
<td></td>
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<tr>
<td>2. There is a program designed to encourage student wellness and safety.</td>
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</tr>
<tr>
<td>3. Activities and programs offered through student development allow for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diversity.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. There is an efficient system of communication among the campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Extracurricular activities are of sufficient number and diversity for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Students are encouraged to develop their leadership potential.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A student handbook is available.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. The Student Handbook contains a purpose statement and objective of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student development area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Policies and procedures of the student development are connected with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the mission and purpose of the institution.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. The code of conduct is clearly stated in the Student Handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The students sign the code of conduct agreement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Emergency and crisis procedures are clearly outlined and displayed.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. A financial assistance service is available to students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. There is a clearly worded agreement that is signed by all parties that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discloses financial obligations.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15. There is an orientation class for incoming students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. There is a program that provides opportunities for spiritual development and ministry.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. Completed form should be initialed and dated by committee chair.
**STUDENT DEVELOPMENT CHECKLIST**
(Continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. There is competent counseling in the areas of academic, career, personal, and spiritual service.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. There is an organized and functioning student government.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. There are food, mailroom, and bookstore services provided for all students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Computer labs or other arrangements are available for all students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. There is a published appeal process for student complaints.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: For any statement checked **NO**, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. **Completed form should be initialed and dated by committee chair.**
New Life Theological Seminary
SPIRITUAL GROWTH CHECKLIST

Instructions:
The Student Development Committee completes the checklist. Completion date is January 15.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No*</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Student Affairs office has a plan for training student leaders.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. There is a strategy to get students into prayer groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. There is a training program in evangelism to help students learn to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>witness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is an effective plan for follow-up on spiritual growth evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Every student is taught the importance of the local church.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The ministry components of the Student Affairs Office have been</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>regularly assessed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Needed changes have been implemented based on assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. There is a regular review of the doctrinal statement with the faculty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. There is a regular review of the doctrinal statement with the staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. There is a regular review of the doctrinal statement with the students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. There is a process in place to obtain signatures of the students stating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>compliance with the doctrinal statement and ethical standard and value</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. There is a process in place to obtain signatures of the faculty stating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>compliance with the doctrinal statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. There is a process in place to obtain signatures of the Board of Directors stating compliance with the doctrinal statement and ethical standards and value statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why, and propose an effective action plan for future compliance. Remember to identify the statement #. Attach sheet for additional information. Completed form should be initialed and dated by committee chair.
Instructor,
Enclosed is the end-of-course "Student Evaluation Form for Faculty and Course." You are required to select one student to administer the survey. The student is responsible for taking the survey him/herself and then staying to collect all surveys from his/her classmates. The student should place all surveys in the envelope provided, and seal the envelope once all surveys have been completed and turned in. The student should immediately deliver the sealed envelope to the VP of Academic Affairs (Room 305 or Faculty Mailbox 100).

Thank you for assisting with this important matter.
# Student Evaluation Form for Faculty and Course

Semester Term: __________  
Year: __________

Course Number/Title: ______________________________  Faculty: ________________

Please answer the following questions objectively and honestly. Your feedback is extremely helpful to us as we continue to strive towards excellence as an academic institution. To maintain anonymity, please DO NOT write your name on the survey.

<table>
<thead>
<tr>
<th>The Professor (circle your answer):</th>
<th>4=Always</th>
<th>3=Usually</th>
<th>2=Sometimes</th>
<th>1=Rarely</th>
<th>0=Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges students to think</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages students to ask questions, disagree, express opinions</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is available for help during scheduled office hours</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seems knowledgeable in the subject matter</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives well-organized presentations</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is clear and understandable in explanations</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducts class in an orderly manner</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is enthusiastic about the subject</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of teaching aids</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of teaching methods</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the required textbook in course activities</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Returns graded tests and assignments within seven (7) days</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is fair in the evaluation of student performance</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tests and graded assignments reflect the materials presented in class</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds within a timely manner to emails and voice mails.</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Starts and ends class on time</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates a commitment to Christian principles</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Follows the course syllabus</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes the course syllabus</td>
<td>4  3  2  1  0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (mark your answer)</td>
<td>Yes</td>
<td>No*</td>
<td></td>
<td></td>
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<td>--------------------------</td>
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</tr>
<tr>
<td>20. I have attended classes regularly.</td>
<td>___</td>
<td>___</td>
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<tr>
<td>21. I have come to class prepared.</td>
<td>___</td>
<td>___</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>22. The text(s) and other materials were helpful and accessible.</td>
<td>___</td>
<td>___</td>
<td></td>
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</tr>
<tr>
<td>23. The course challenged me.</td>
<td>___</td>
<td>___</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24. I would recommend this class to another student.</td>
<td>___</td>
<td>___</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>25. I would recommend this professor to another student.</td>
<td>___</td>
<td>___</td>
<td></td>
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</tr>
<tr>
<td>26. I would take another class taught by this professor.</td>
<td>___</td>
<td>___</td>
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</tr>
</tbody>
</table>

*Note: For any statement checked NO, please provide, in the box below, an explanation as to why. Remember to identify the statement #. Attach sheet for additional information.

27. What did you find helpful about the course?

28. What suggestions would you offer for improving the course?

29. What were the strengths and/or weaknesses that the professor brought to the course?

30. Additional Comments
NEW LIFE THEOLOGICAL SEMINARY
GRADUATING STUDENT SURVEY

As you prepare to complete your academic studies at New Life Theological Seminary, please take a few minutes to complete the following survey. Please follow the instructions under each section. Return the survey to the Vice President of Academic Affairs, according to instructions, when completed. To maintain anonymity we ask that you DO NOT write your name or reference yourself on the survey. Your evaluation and assessment are very important to us. With your help we will continue to strive and achieve academic excellence.

I. General
Please answer each question to the best of your ability by circling the letter that most accurately applies.

1. What is MOST LIKELY to be your primary activity next fall?
   A. Continuing Education
   B. Employment (Current or New)
   C. Military Service
   D. Ministry (Church, Para-Church, Christian Education, etc.)
   E. Volunteer Activity (Missions, Church Ministry, Para-Church, etc.)
   F. Undecided
   G. Other _______________

2. If continuing education will be your primary activity next fall then toward what degree will you be pursuing?
   A. Bachelor Degree
   B. Master Degree
   C. Professional Master's Degree (M.Div, MBA, MBS, NP, DDS, MD, Law, etc.)
   D. Doctorate (Ph.D., D.Min., etc.)
   E. Technical or Trade
   F. Other _______________

3. What is the highest degree you hope to earn?
   A. Associate
   B. Bachelor
   C. Master
   D. Professional Master
   E. Doctorate
   F. Other _______________

4. Rank your overall experience at New Life Theological Seminary (1=highest/5=lowest).
   A. 1
   B. 2
   C. 3
   D. 4
   E. 5
II. This section is to apply to your chosen degree and concentration

Degree: ___________________ Concentration: ___________________ Year of Graduation: _____

1. What were the strengths of your degree program?

2. What were the strengths of your concentration?

3. What could be improved in your degree program?

4. What could be improved in your concentration?

5. Discuss ways in which NLTS could improve its overall services to students:

6. Additional Comments:
Alumni Association Survey

Online @
http://tinyurl.com/6royce6
NEW LIFE THEOLOGICAL SEMINARY
Charlotte, North Carolina
(semester)

SYLLABUS

COURSE NUMBER AND NAME:

COURSE DESCRIPTION

CREDIT HOURS:
CLASS LOCATION:

INSTRUCTOR INFORMATION:

NAME: OFFICE LOCATION:
CAMPUS PHONE: 704-334-6882, x OFFICE HOURS:
E-MAIL:

COURSE OBJECTIVES – Upon completion of the course, students:

TEXTBOOKS AND OTHER MATERIALS:

SUGGESTED SUPPLEMENTAL READING:

EVALUATION AND GRADING:

Quizzes: %
On-line Learning: %
Mid-term Exam: %
Term Paper: %
Final Exam: %

The seminary grading scale will be used:

93-100=A, 85-92=B, 77-84=C, 70-76=D, below 70=F
QUIZZES:

TERM PAPER:

ON-LINE LEARNING:

ATTENDANCE POLICY: (See page 11 of current catalog). Students are expected to attend all classes on time. Each unexcused absence (up to 3) will reduce the student's final grade average by two (2) points. Students missing more than three (3) absences will receive an automatic "F" for the course. If the student is not in class at the beginning of the period when roll is taken, he will be counted absent for that day.

ACADEMIC INTEGRITY: The ethics of sound scholarship require that students clearly indicate the source of quotes, tables, graphics, and data from other sources, including on-line information. To report another person's data as yours is academic plagiarism and is to be penalized.

NLTS considers plagiarism a form of cheating, and requires that all written work be the student’s own original work that reflects the student’s own thoughts. As already stated, students are not to exploit the labor of others and distribute it as their own.

Generally speaking, when using three or more consecutive words from another source, the words must be in quotations with proper credit given to the original author. In cases where students participate in a group project, each student in the group must receive equal recognition for his/her contribution.

When NLTS finds a student committing plagiarism, the institution will automatically expel that student from the course and may expel him/her from the seminary. NLTS will permanently bar from the institution any student caught plagiarizing or cheating for a second time. Additionally, NLTS will expel from the institution any student guilty of willfully plagiarizing their Master's Thesis.

STUDENTS WITH DISABILITIES: NLTS complies with the Americans with Disabilities Act. Students with disabilities, seeking accommodations, are to make their formal requests known by contacting the Office of Academic Affairs during the first week of each semester.

DROP/ADD: In the event that students need to drop or add this course to their schedule without academic penalty, they MUST complete and submit a "Course Withdrawal Form" for approval from the VPAA and complete the process with the Registrar's Office.
CLASS SCHEDULE:

Class 1 (date)  
(subject)

Class 2 (date)  
(subject)

Class 3 (date)  
(subject)

Class 4 (date)  
(subject)

Class 5 (date)  
(subject)

Class 6 (date)  
(subject)

Class 7 (date)  
(subject)

Class 8 (date)  
(subject)

Class 9 (date)  
(subject)

Class 10 (date)  
(subject)

Class 11 (date)  
(subject)

Class 12 (date)  
(subject)

Class 13 (date)  
(subject)

Class 14 (date)  
(subject)

Class 15 (date)  
Final Exam*

^Note: Summer classes are ten weeks long. Distance classes are eight weeks.
Steps in Developing the Departmental Assessment Plan

1. Identify the purpose statement for the department. Articulate it in concise written language for simulation.

2. Establish goal/outcomes for:
   a. The department
   b. The faculty and staff
   c. The facilities

3. Establish measurable student learning outcomes for each major offered in the department.

4. Identify appropriate assessment instruments for each goal/learning outcome.

5. Develop a plan and timeline for collecting the assessment data.

6. Determine who is to be responsible for the analysis and reporting of the data.

7. Establish a timeline for establishing new goals, budgetary impacts, and implementation.

8. Set a date to assess the changes that are instituted.

9. Communicate the results to the Vice President of Academic Affairs and the members of the department.

10. The Vice President of Academic Affairs will report the findings and recommendations to the President of New Life Theological Seminary.
CRITERIA FOR PEER REVIEW OF A WRITTEN DEPARTMENTAL ASSESSMENT PLAN

1. Is the document clearly written and understandable by students, faculty, and the public?

2. Do all goals relate to the Mission Statement?

3. Are the goals concrete and specific to be measured and evaluated?

4. Are the learning outcomes measurable?

5. Are criteria to be used and levels of achievement identified?

6. Are assessment methods adequate to measure student achievement?

7. Is the time frame described appropriate and measurable? Is diagnostic or baseline data collected? Are growth and improvement expected?

8. Are formative and summative methods of assessment used?

9. Are all responsibilities for assessments, collection and analyzes of data clearly delegated and appropriate?

10. Will data be used to improve the department and curricula?

11. Are formative and summative methods of assessment used? Are students provided early warnings and directions for improvement?

12. Are there adequate goals to evaluate the entire department?

13. Are there adequate learning outcomes to measure for each major concentration? Are there too many to measure? Is there a need for more focus or detail?

14. Are undergraduate and graduate learning outcomes delineated separately?

15. Do goals reflect the uniqueness, characteristics, and strengths of the department?

16. Does the plan appear feasible, workable, and affordable, given available resources?

17. Overall this document is:
   ___ Excellent
   ___ Acceptable, with minor revisions, formatting changes or text editing
   ___ Unacceptable, needs to be reworked and resubmitted

Note: Include additional comments or suggestions for improvement or clarification on back.
Department Purpose and Goals

Department of Biblical Studies and Systematic Theology

Purpose

- The purpose of the Associate and Bachelor of Arts degrees in Biblical Studies is to develop the knowledge and skills referred to in the departmental goals in a manner commensurate with the amount of work required for these degrees.

- The purpose of the Master of Arts in Biblical Studies degree is to develop to an advanced level of the knowledge and skills referred to in the departmental goals with a view toward:
  - A teaching ministry
  - Preparing the student for further work leading to the Ph.D. degree in Biblical Studies.

Goals

- That students gain a comprehensive knowledge of the Old and New Testaments and their interrelationship;
- That students gain skill in interpreting individual Bible passages in their historical and theological context;
- That students gain a systematic understanding of Christian theology that is rooted in the Scriptures and that can be effectively related and communicated to the world.

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Biblical Studies and Systematic Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Dr. David Paulsen</td>
</tr>
<tr>
<td>VP of Academic Affairs</td>
<td>Rev. Robert Yost</td>
</tr>
<tr>
<td>Date of Submission</td>
<td>2012-04-27</td>
</tr>
<tr>
<td>Date of Next Submission</td>
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Department of General Studies

Purpose

Goals

<table>
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<tr>
<th>Department Name</th>
<th>General Studies</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Dr. James Gifford</td>
</tr>
<tr>
<td>VP of Academic Affairs</td>
<td>Rev. Robert Yost</td>
</tr>
<tr>
<td>Date of Submission</td>
<td>2012-04-13</td>
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</table>
Department of Pastoral Studies

Master of Divinity

Purpose
- The purpose of the Master of Divinity Program is to train leaders for Christian ministry through classical training in theology, church history, Biblical languages, and exegesis, as well as through practical training and experience in the skills necessary to serve in ministry to the Body of Christ.

Goals
- For the student to demonstrate their ability to understand, synthesize and analyze source material in exegetical, practical, and historical/theological studies;
- For the student to achieve a high standard of working knowledge in English Bible, linguistic studies, and classical and contemporary theology;
- For the student to demonstrate their mastery and practice of the personal spiritual disciplines, as well as demonstrated Christian moral and ethical behavior in their personal, interpersonal and professional life.

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Pastoral Studies</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Dr. Bill Fleming</td>
</tr>
<tr>
<td>VP of Academic Affairs</td>
<td>Rev. Robert Yost</td>
</tr>
<tr>
<td>Date of Submission</td>
<td>2012-04-16</td>
</tr>
<tr>
<td>Date of Next Submission</td>
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</table>
Department of Urban Studies

Purpose

- 

Goals

- The programmatic goals of the Associate and Bachelor of Arts in Urban Christian Ministries are to:
  - Understand the basic historical and theological dimensions of the Christian faith;
  - Participate in a field specific, cross-cultural mission to develop the skills and commitment to minister in the urban setting; and to
  - Demonstrate love for God and His Word to cultivate the practice of spiritual maturity and Christ like character, with appreciation and sensitivity to the cultural, religious, and social contexts of the peoples of the world.

- The programmatic goals of the Master of Arts in Urban Christian Ministries are to:
  - Apply strategies for communicating the gospel in cultural contexts;
  - Participate in a field specific, cross-cultural mission to develop the skills and commitment to minister in the urban setting; and to
  - Demonstrate love for God and His Word to cultivate the practice of spiritual maturity and Christ like character, with appreciation and sensitivity to the cultural, religious, and social contexts of the peoples of the world.

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Urban Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Dr. Jim Logan</td>
</tr>
<tr>
<td>VP of Academic Affairs</td>
<td>Rev. Robert Yost</td>
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<tr>
<td>Date of Submission</td>
<td>2012-04-17</td>
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Essential Information for Academic Assessment and Effectiveness

To assess the effectiveness of the academic programs at New Life Theological Seminary the following data will need to be collected, analyzed, recorded, and interpreted.

**Student and Community**
- End of course students evaluations
- Student personal comments and assessments

**Faculty and Staff**
- Professor course evaluation - syllabus
- Professor's professional contributions (List names and dates of publications; forums; workshops; seminars; professional memberships, special lectures/readings; etc.)
- Special recognitions and awards (academic, church, civic, etc.)
- Course embedded assessment (measurements of student performance as indicated by course assignments, tests, exams, presentations, projects, etc.)

**Academic Dean**
- Faculty and staff evaluations
- Communications of special interest related to academic affairs

**Media and Library Services**
- Number of titles of books available for use
- Number of professional journals available for use
- Number of professional magazines available for use
- Number of other resources (computers; DVDs; CDs; other multi-media; theses; dissertations; etc.)

**Registrar and Admissions**
- Individual course enrollment information
  - Number of students enrolled in course
  - Number of students who have fulfilled course requirements
  - Number of students who have failed the course requirements
  - Number of students who dropped the course
- Number of graduating students accepted for graduate studies (list institutions and fields of study to be entered)
- Number of graduating students entering the work force (list known employers and positions of entry)

**Alumni Survey**
- [http://tinyurl.com/6royce6](http://tinyurl.com/6royce6)
Other Assessment Tools

- Standardized tests
- Comprehensive tests
- Self-reported measure and means
- Thesis/Research projects
- Oral Presentations/Defense
- Observations
  - Apprenticeships
  - Forums/Seminars/Workshops
  - Practicum's
  - Internships

Data to be collected by the Registrar and Admissions Offices

Student Data

- Full-time enrollment
- Part-time enrollment
- Geographical distribution of students enrolled
- Age distribution
- Social/economic background
- Major course of studies selection
- Student retention rates (numbers)
- Graduation rates
- Percentages of graduates employed in their field
- Percentage of graduates entering graduate studies
- Average time required for degree completion
- Grade (GPA) distribution

Faculty Data (by VP of Academic Affairs)

- Full-time faculty
- Part-time faculty
- Faculty degree level
- Faculty strengths
- Faculty weaknesses
- List of colleges/seminaries attended by faculty
- Faculty experience
- Faculty publications
- Faculty salaries

Instruction Programs (by VP of Academic Affairs)

- Majors currently offered and # enrolled in each
- Minors currently offered and # enrolled in each
- Concentrations or specializations currently offered
- Course and instructional level
• Number of graduates from each major
• Number of graduates working in the field prepared

Facilities (by Building and Grounds Representative)
• Size of property
• Number of buildings and function
• Number and size (sq. ft.) of classrooms
• Conditions of building and grounds
• Space for additional buildings

Instructional Delivery Systems (by VP of Academic Affairs)
• Lectures
• Seminars
• Workshops
• Independent/Directive Study
• Internship/Practicum
• Cooperative Learning

Finances (by Financial Officer and Development Officer)
• Income/expense for last five years
• Ratio Analysis
• Budget
• Benefit Packages
• Salary Scale
• Debt
• Debt Retirement
• Financial development
• Endowments
• Financial Aid
• Investments
• Default rate
• Tuition and fees generated
• Tuition and fees collected/not collected
• Operation Budget
• Capital Budget
• Program Budget
• Overhead or Administrative Cost
• Net Assets - restricted and non-restricted

Institutional Effectiveness
• Assessment of learning outcomes for all majors
• Assessment of learning outcomes for all courses
• Satisfaction
• Productivity
- Assessment of Co-curricular activities and areas
W
New Course Proposal
(TEMPLATE)

Course Title:

Credit Hours

Date of Suggested Implementation:

Degree/Program:

Department:

Instructor:

Instructional Assistant:

Target Student:

Rationale:
New Life Theological Seminary (NLTS) academic programs are designed to equip servant leaders of integrity to exegete and deliver the Word of God, to urban people of all cultures, for the glory of Jesus the Messiah. Regardless of the individual student's calling, the program's aim is to develop and prepare all students for church and community leadership. Course work ranges from practical arts of ministry to academic studies in which students are challenged to prepare for the service of God's people.

Students at NLTS represent a variety of cultural and personal backgrounds, personalities, strengths, vocations, and goals. The Seminary takes very seriously its responsibility for the academic preparations of all of its students. There is no single mold for students and no set of specific techniques that can guarantee vocational success. Rather, our task is to develop strong intellectual, moral, and spiritually strong students who will continue to grow and mature in the Christian faith, and lead others within the Christian life.

[Begin here with rationale]

Suggested Course Content:

Curriculum to be written by:

Expected Student Outcome:

Grading:

Projected Institutional Cost:

Projected Student Cost: