



ASSESSMENT DOCUMENT
NORTHPOINT BIBLE COLLEGE GRAND RAPIDS

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Association for Biblical Higher Education
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by

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Introduction

History of Northpoint Bible College

Northpoint Bible College Grand Rapids Campus began as a vision of the people of Grand Rapids First Assembly of God Church and became a reality through the leadership of Pastor Sam Rijfkogel and the Executive Leadership Team at Grand Rapids First. They worked in conjunction with the first Director, J.P. Dorsey, to launch the first class of students in the 2010-11 school year. Since its inception, the College has been located on the property of Grand Rapids First Church.

The College began as an accredited institution and expansion campus of Central Bible College, Springfield, MO. The College initially offered an Associate of Arts degree in Ministry Leadership, but soon extended the program to offer a Bachelor of Arts in Ministry Leadership. Upon Central Bible College's consolidation with Evangel University in 2013, the Grand Rapids school became an extension of Zion Bible College, located in Haverhill, MA. Zion subsequently changed its name to Northpoint Bible College. Under the supervision of Northpoint, the Grand Rapids Campus launched a Master of Arts degree in Ministry Leadership in 2017.

With the maturation of Northpoint Bible College Grand Rapids Campus, the school applied for independent accreditation with the Association for Biblical Higher Education (ABHE). Applicant Status was granted in 2017. Northpoint received Candidate Status with the ABHE in February of 2021 and obtained permission to accelerate the accreditation process in July of 2021. The Grand Rapids Campus continues to enjoy a collegial relationship with the Haverhill Campus and remains accredited with the ABHE as a result of this partnership.

The Grand Rapids Campus is grateful for the partnerships with Grand Rapids First, Central Bible College, and Northpoint Bible College. The Lord has blessed the Grand Rapids Campus with a healthy history of growth and development, beginning with a small group of students in 2010 to about 100 ministry students today.

With the acquisition of Articles of Incorporation with the State of Michigan in 2020, the College chose the temporary designation Northpoint Christian Training Center as its legal name for matters related to the State of Michigan. At the same time, the College continues as Northpoint Bible College Grand Rapids Campus in relation to its mother campus.

Mission Statement

The official mission statement of Northpoint Grand Rapids includes the temporary name change: "Northpoint Christian Training Center exists to create a cost-efficient, educationally and spiritually dynamic community where students are equipped to participate in the continuing work of Jesus through a rigorous curriculum of academic and theological studies, applied learning, and personal spiritual transformation."

Institutional Objectives

In keeping with this mission, Northpoint Bible College Grand Rapids Campus (hereafter Northpoint Bible College or Northpoint) is committed to accomplishing the following institutional objectives.

INST Objective 1

To provide a genuinely cost-efficient educational experience that releases students, upon graduation, to pursue mission-minded vocations of compassion, service, and entrepreneurship unencumbered by substantial student debt.

INST Objective 2

To provide a robust academic experience. Northpoint Bible College is committed to providing students with an educational experience with outcomes relevant to their vocation and to confer such degrees and grant such honors as are usually and customarily conferred in accredited institutions. Staff, faculty, and students are expected to bring passion, skill, and enthusiasm for academic preparation and the Christian faith to every area of the college experience.

INST Objective 3

To foster personal and relational health. Northpoint Bible College is committed to seeing its students and graduates embody the life-giving attributes of the Gospel both personally and interpersonally. Staff, faculty, and students will be encouraged and expected to continually grow in love to all people, productively work toward reconciliation in all relationships, and communicate in the diversity of human relationships in a way that is consistent with the Gospel of Jesus Christ.

INST Objective 4

To exercise a disciplined focus on preparing people for participation in the continuing work of Jesus. Northpoint Bible College is committed to creating an environmental, curricular, staff, and faculty experience intentionally oriented toward preparing students to embody the Gospel in personal character, interpersonal relationships, and proclaimed message.

INST Objective 5

To experience the reality of being God's spiritual community. The direct activity of God, by the Holy Spirit, will be welcomed in the individual and corporate life of the College through His experienced presence, His active calls to encouragement and repentance, and through the miraculous.

Educational Philosophy

Northpoint is committed to preparing leaders who can meaningfully participate in the continuing work of Jesus.

This commitment involves the formation of the whole person. A rigorous curriculum of general education, philosophy, theology, biblical studies, and field-specific studies prepares the student as a thought leader for the persons and communities he or she will influence. Intentional

formation of healthy, caring leaders prepares the student for life-giving service. Attention to spiritual development and growth prepares the student to lead with an eternal perspective and from a worldview grounded in the mission of Jesus. An emphasis on applied learning, working from theology, philosophy, and field-specific knowledge to hands-on practice, prepares the student to enact those ideas with skill and excellence.

Development of the Assessment Plan

The foundation for the first Self-Study was laid with the assistance of Shane Wood and Larry McKinney. They both offered Northpoint many helpful suggestions during their annual consultations with Northpoint in 2017-20. The Academic Dean's attendance at the ABHE Accreditation Journey and workshops at the Annual Conference gave direction to the process. Northpoint made a concerted effort to begin the Self-Study process by developing or formalizing its own Catalog, handbooks, constitution and bylaws, comprehensive assessment plan, and other documents in 2018 and 2019. The Northpoint team also made several changes during the 2018-19 school year in order to bring the College into compliance with the ABHE Standards. Additional updates were made in the summer of 2020, prior to an October visit from the COA team.

The ABHE granted Northpoint candidacy status in February 2021 and included this action statement in its letter: *Standard 2: EE 3, 4, 5, 6 (Demonstrate with evidence that it has developed student learning outcome criteria appropriate to the higher education credential to be awarded; has developed an outcomes assessment plan, using multiple means to validate student learning outcomes, that validates student achievement of program-specific objectives; has implemented a process that provides meaningful analysis of assessment data whereby outcome measurements lead to the improvement of teaching and learning)*. As a result of this concern, and with the helpful suggestions of Shane Wood during our annual consultation in June 2021, we began the process of significantly revising our assessment plan. The Northpoint staff devoted considerable time and energy to improving the plan, especially by focusing on analysis of assessments and verifying the implementation of actions leading to improvement of learning and teaching.

Our Executive Assistant, Sarah Gant, spent much of the summer of 2021 gathering and organizing assessment data into our Annual Institutional Report (AIR) document, also referred to as our Assessment Schedule. She also assisted President Dorsey, Brian Lidbeck, Jamie Carter, and Erin Colago in analyzing the data and developing action plans in September of 2021. President Dorsey, Brian Lidbeck, Sarah Gant, and Erin Colago also spent valuable time refining the language of student learning outcomes and designing a more user-friendly assessment template. Brian Lidbeck constructed the new assessment template and wrote the updated assessment plan in the summer and fall of 2021. The assessment schedule of Institutional Objectives can be found at this link: [Assessment Schedule](#), and the schedule of assessments for student learning can be found at this link: [Degrees Assessment Chart](#).

Assessment of Student Learning

Overview of Degree Programs and Student Learning Outcomes

Student learning assessments support the institutional objectives listed above as well as the learning outcomes for the degrees listed below:

- One-Year Certificate (OYC)
- Associate of Arts in Ministry Leadership (AAML)
- Bachelor of Arts in Ministry Leadership (BAML)
- Bachelor of Arts in Ministry Leadership with a Minor in Psychology (BAML-PSY)
- Bachelor of Arts in Ministry Leadership with a Minor in Worship (BAML-WOR)
- Master of Arts in Ministry Leadership (MAML)

Learning outcomes and the means of assessment are listed below for each degree program. Students in each program are required to participate in an exit interview.

One-Year Certificate (OYC) Learning Outcomes

In the One-Year Certificate program, the student will:

1. Expand his or her knowledge of the Bible and theology.
2. Gain a basic understanding of and vision for the Mission of God.
3. Gain exposure to the natural and social sciences, humanities, and the arts and learn to recognize God's active self-revelation in various domains of human learning.

Associate of Arts in Ministry Leadership (AAML) Learning Outcomes

In the Associate of Arts in Ministry Leadership program, the student will:

1. Demonstrate knowledge of the content and theological themes of the Bible.
2. Learn to properly apply the Scriptures to daily life and communicate them to contemporary people.
3. Articulate important biblical doctrines, including God's self-revelation, the Mission of God, and Pentecostal Distinctives.
4. Acquire a working knowledge of evangelism and discipleship.
5. Articulate and interact with knowledge in the natural and social sciences, humanities, and the arts in a way that recognizes God's active self-revelation in all domains of human learning and as forming an important part of developing a well-rounded Christian life.

Bachelor of Arts in Ministry Leadership (BAML) Learning Outcomes

In the Bachelor of Arts in Ministry Leadership program, the student will:

1. Demonstrate knowledge of the content, theological themes, and metanarrative of the Old and New Testament Scriptures.
2. Use sound hermeneutical principles to exegete the biblical text, apply it to daily life, and effectively communicate its message to contemporary people.
3. Articulate important biblical doctrines including God's self-revelation, the Mission of God, and Pentecostal Distinctives.
4. Understand the administrative duties associated with leading a church and various ministries and apply leadership principles in the field.
5. Learn the principles for effectively ministering to various age groups, developing leadership teams, evangelizing, and giving sound counsel.
6. Articulate and interact with a broad range of knowledge in the natural and social sciences, humanities, and the arts in a way that recognizes God's active self-revelation in all domains of human learning and as forming an important part of developing a well-rounded Christian life.
7. Acquire a basic knowledge of biblical Greek and gain competency in using biblical research tools.

Bachelor of Arts in Ministry Leadership with Psychology Minor (BAML-PSY) Learning Outcomes

In the Bachelor of Arts in Ministry Leadership with a Psychology Minor program, the student will:

1. Demonstrate knowledge of the content, theological themes, and metanarrative of the Old and New Testament Scriptures.
2. Use sound hermeneutical principles to exegete the biblical text, apply it to daily life, and effectively communicate its message to contemporary people.
3. Articulate important biblical doctrines including God's self-revelation, the Mission of God, and Pentecostal Distinctives.
4. Understand the administrative duties associated with leading a church and various ministries and apply leadership principles in the field.
5. Learn the principles for effectively ministering to various age groups, developing leadership teams, evangelizing, and giving sound counsel.
6. Articulate and interact with a broad range of knowledge in the natural and social sciences, humanities, and the arts in a way that recognizes God's active self-revelation in all domains of human learning and as forming an important part of developing a well-rounded Christian life.
7. Integrate theology and psychology in a manner that is consistent with a biblical worldview.
8. Understand the unique psychological experiences of persons in different stages of life, with cultural and ethnic differences, and differences in family history and socioeconomics.
9. Become conversant in issues related to cognitive functions, psychological disorders, and human sexuality.

Bachelor of Arts in Ministry Leadership with Worship Minor (BAML-WOR) Learning Outcomes

In the Bachelor of Arts in Ministry Leadership with a Worship Minor program, the student will:

1. Demonstrate knowledge of the content, theological themes, and metanarrative of the Old and New Testament Scriptures.
2. Use sound hermeneutical principles to exegete the biblical text, apply it to daily life, and effectively communicate its message to contemporary people.
3. Articulate important biblical doctrines including God's self-revelation, the Mission of God, and Pentecostal Distinctives.
4. Understand the administrative duties associated with leading a church and various ministries and apply leadership principles in the field.
5. Learn the principles for effectively ministering to various age groups, developing leadership teams, evangelizing, and giving sound counsel.
6. Articulate and interact with a broad range of knowledge in the natural and social sciences, humanities, and the arts in a way that recognizes God's active self-revelation in all domains of human learning and as forming an important part of developing a well-rounded Christian life.
7. Understand, implement, and apply music theory in a contemporary worship setting.
8. Demonstrate an understanding of the pastoral implications of worship leadership in a contemporary worship setting.
9. Demonstrate a theological understanding of the role of worship through music as one aspect of the contemporary church's faithful response to the Gospel of Jesus.

Master of Arts in Practical Theology with a Concentration in Pastoral Leadership (MAPT-PL) Learning Outcomes

Students in the Master of Arts in Practical Theology program are required to participate in an Exit Interview.

In the Master of Arts in Practical Theology with a Concentration in Pastoral Leadership program, the student will:

1. Develop the ability to interact meaningfully with current academic scholarship and to dialogue with and contribute to ongoing conversations through quality academic writing in relevant areas of study.
2. Demonstrate familiarity with the basic elements of and current issues in biblical/theological studies and interpretation.
3. Demonstrate an understanding of the development and history of Christian thought and how current trends, especially Pentecostalism, interact with those traditions.
4. Demonstrate an understanding of diverse methods of Spiritual Formation and an ability to meaningfully integrate those diverse methods into one's own personal spirituality and, more broadly, within the mission of the Church.

5. Articulate a biblical theology of leadership based on and drawn from the various genres of biblical literature.
6. Demonstrate a biblical understanding of leadership as it relates to ethics, spiritual posture and structure, and the intentional creation of a ministry culture that reflects the work of Jesus.
7. Demonstrate an awareness of and the ability to implement and utilize a variety of leadership models, including relevant structures, systems, and leadership development necessary to allow for the fulfillment of the mission of a given church or ministry organization.

Master of Arts in Practical Theology with a Concentration in Preaching (MAPT-PR) Learning Outcomes

In the Master of Arts in Practical Theology with a Preaching Concentration program, the student will:

1. Develop the ability to interact meaningfully with current academic scholarship and to dialogue with and contribute to ongoing conversations through quality academic writing in relevant areas of study.
2. Demonstrate familiarity with the basic elements of and current issues in biblical/theological studies and interpretation.
3. Demonstrate an understanding of the development and history of Christian thought and how current trends, especially Pentecostalism, interact with those traditions.
4. Demonstrate an understanding of diverse methods of Spiritual Formation and an ability to meaningfully integrate those diverse methods into one's own personal spirituality and, more broadly, within the mission of the Church.
5. Demonstrate an ability to interpret Scripture in a way that moves from exegesis and exposition to contemporary preaching in a way that has textual integrity and current meaningfulness.
6. Demonstrate an understanding of the processes of spiritual formation and an ability to engage with those processes intentionally and successfully through preaching.
7. Interact with a variety of preaching emphases and methods and demonstrate the ability to implement them and appreciate their unique approaches and benefits.

Student Learning Assessments Overview

The Student Learning Assessments support Institutional Objective 2. They are categorized below under two different groups: General Academic Assessments and Program Specific Assessments. Each of the individual assessments listed below has a description containing the name of the assessment, the purpose or objective of the assessment, the person(s) responsible for administering it, the timing and frequency of its application, and the benchmark for success (where applicable). Abbreviations for specific objectives addressed in an assessment are often included in the assessment description. In some cases, the more specific objective listed in the Assessment Schedule is recorded (e.g., INST Objective 2.2). The program specific assessments

are all part of the [Assessment Schedule](#), which details the assessment results and personnel involved.

General Academic Assessments (INST Objective 2)

Academic Excellence Committee SWOT Analysis

The Academic Dean leads a SWOT Analysis once every year in conjunction with the March Academic Excellence Committee meeting. The analysis gives particular attention to the academic programs of the College. The Academic Dean reports the results to the President, who incorporates the data into his Planning Document.

Course Grades

In keeping with standard college practices, Northpoint administers course grades drawn from class assignments and examinations. All professors are instructed to create course assessments in keeping with the stated objectives of the course, as recorded on the course syllabus. Examples of assessed work include (1) quizzes and examinations, (2) homework assignments, (3) class presentations, (4) group projects, (5) classroom discussion, (6) online discussion groups, (7) final or capstone projects, (8) reflection essays, and (9) community service projects. A final score of 60% qualifies as a passing grade in a course. The graduate and undergraduate programs use this scale.

Entrance/Exit Writing Sample

Undergraduate students submit a writing sample during the application process. The purpose of this assessment is to provide a means of comparison with a second writing sample submitted during the student's final semester in the program. The Student Care Coordinator applies a rubric to all entrance samples, grades them, and stores them in the student's permanent file. Students in the One-Year Certificate program write A Philosophy of God's Self-Disclosure for their exit project to serve as a writing sample and a verification that they have fulfilled OYC LO 3. The benchmark for success is an improvement of at least 2/30 points on the writing portion from the entrance sample. This project is also used to assess the students' ability to articulate a Christian worldview of general studies. A score of 65% is considered successful on the content of the assignment (LO 3). Students in the Associate of Arts program write a final project in Acts; the benchmark for success is an improvement of 4/30 points (AAML LO 5). Students in the Bachelor of Arts program write a final paper in Hermeneutics 2; the benchmark for success is an improvement of 4/30 points. The Student Care Coordinator compares the writing samples, writes a brief assessment of student progress, contributes the scores to the Annual Institutional Report, and stores the documents in the student's permanent file.

Graduate students submit a writing sample from their undergraduate program during the application process to make certain they have the potential for graduate-level work.

Entrance/Exit Ministry Leadership, Bible, and Theology Exam

Undergraduate students take this exam on Orientation Day, and those graduating with a One-Year Certificate, AA, or BA degree take it again during the thirteenth week of their final

semester (AA students who return for the BA may delay taking the exam until graduation). Associate of Arts (AAML LO 1, 3) and One-Year Certificate (OYC LO 1, 2) students take the same Entrance Exam as all undergraduate students, but their exit exam is tailored to the courses in their program.

The purpose of the exam is to measure the student's progress in acquiring biblical, theological, and ministry leadership knowledge (BAML, BAML-PSY, BAML-WOR LO 1, 3, 5). The benchmarks for success are a passing grade of 60% or a grade improvement of 25% or more on the exit exam. The office of the Academic Dean administers the exam on Populi, where both the entrance and exit exams are permanently stored. The Dean's office compares the results of the exams prior to graduation (INST Objective 2.3).

Library Development

The College monitors the number of resources in the library and the corresponding budget for resources. The benchmark for success is met when 2% of the budget is spent on the maintenance and development of the library, including the acquisition of additional resources. The Academic Dean monitors this and reports the number by November 15 of each year (INST Objective 2.2).

Midterm Alerts

During the seventh week of class in each undergraduate semester, the Office of the Academic Dean sends a reminder to every instructor to check on student grades. Instructors send a personal email to every student who has a grade below a C average, advise them of their standing, and offer assistance. The Executive Assistant arranges a personal meeting for the student with his or her advisor if the student has multiple poor grades or a failing grade in any class. The Academic Dean meets with students who have multiple failing grades or perform poorly for multiple semesters (INST Objective 2.1). The College is successful when every student who has poor grades receives the follow-up outlined above.

Program and Institutional Grade Point Averages

The College desires to see the corporate averaged GPA of all students at a minimum of 3.0. This applies to both the institution as a whole and to individual programs. The Registrar reports these statistics to the Executive Assistant by June 1 of each year (INST Objective 2.1).

Student Satisfaction with Library Resources

The Noel Levitz Satisfaction Survey provides data on student satisfaction with library resources. The College desires to see a minimum score of 6/7 on the survey. The Academic Dean reports this statistic to the Executive Assistant by June 1 of each year (INST Objective 2.1).

Student Satisfaction with the Quality of Academics

The Noel Levitz Satisfaction Survey provides this data. The College desires to see a minimum score of 6/7 on the survey. The Academic Dean reports this statistic to the Executive Assistant by June 1 of each year (INST Objective 2.1).

Summer Internship Final Evaluation by Supervisor

The undergraduate internship program requires students in the Bachelor of Arts in Ministry Leadership to do two summer internships in order to gain experience applying leadership principles in the field. Students do the internships in the summer prior to their sophomore and senior years (BAML LO 4). Students in the Worship Minor do one internship prior to their senior year (BAML-WOR LO 8), and those in the Psychology Minor do their two internships prior to their junior and senior years (BAML-PSY LO 4). Students in the Associate of Arts in Ministry Leadership do one internship prior to their sophomore year (AAML LO 2). The student's choice of an internship supervisor outside of the College is subject to the approval of the Academic Dean or, in the case of the Worship Minor, the Worship Ministry Coordinator. The internship supervisor in the field is required to have an approved ministry, and the supervisor fills out both a midterm and final evaluation of the intern upon the request of the course instructor. The evaluation gives the supervisor the opportunity to respond to 20 multiple-choice questions and to comment on a handful of open-ended questions about the student's character, work, and progress. The supervisor also suggests a grade, and the course instructor compares the suggested grade with the score indicated by the 20 questions and records an official grade. Supervisors are encouraged to discuss their evaluation with the intern in order to provide encouragement and assist in improvement. The benchmark for success is a score of 80% on the supervisor's final evaluation.

Tutoring Availability

The Noel Levitz Satisfaction Survey provides data on student satisfaction with the availability of tutoring assistance. The goal is to have less than a one-point gap between the level of importance to the student and the level of satisfaction. The Academic Dean provides this information by June 1 each year (INST Objective 2.2).

Program Specific Assessments, Undergraduate (INST Objective 2)

Biblical Theology Final Paper and Class Presentation

Each student completes a research paper on a biblical theme. The paper explains the development of the theme through the lens of progressive revelation, tracing the topic through the major divisions of the Old and New Testaments. The paper includes relevant information concerning the Hebrew and Greek words chosen to communicate the theme and how those words were used and changed throughout the development of Scripture. The student also analyzes and explains the unity and diversity of the theme between the Old and New Testaments. The paper concludes with a modern application section relating the information discussed in the paper as it relates to the student personally and the body of Christ in general. Additionally, each student gives a twenty-minute presentation outlining his or her theme. The benchmark for success is a composite score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML, BAML-PSY, BAML-WOR LO 1).

Church Budgeting Creation and Analysis Project, Personal & Ministry Finance

This project consists of researching an individually assigned group of financial statements, preparing a written Executive Summary of the financial information, making a presentation of the financial information, and being prepared to answer questions on the financial information.

The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML, BAML-PSY, BAML-WOR LO 4).

Curriculum Development Project, Foundations of Children's Ministry

The purpose of this project is to give students experience in developing children's curriculum. Students create one week's worth of children's ministry curriculum that effectively discipled children, equips parents, and is practical for use within a church context. Assessment of the project is based on a combination of the quality of the curriculum and a class presentation of it. The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML LO 5).

Developmental Psychology Contemporary Teens Research Paper

For this project students write a five-seven-page research paper on a common issue that affects contemporary teens. Students present their findings on the last day of class in a short synopsis of their research. The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML-PSY LO 8).

Evangelism and Discipleship Project: Personal Evangelism Encounters

The student reports on three separate personal evangelism encounters that take place during the semester. The report includes a summary and a reflection on the encounter. The student must engage three different types of encounters as defined in class including: a divine appointment, a corporate outreach encounter, and a planned personal encounter. The benchmark for success is 75%. The course instructor reports the results to the Academic Dean at the end of the semester (AAML LO 4; BAML, BAML-PSY, BAML-WOR LO 5).

Exegetical Research Paper Final Project in Greek 1B

For this project, students write a four-six-page exegetical paper on a passage chosen from an assigned list of options. The paper must focus on the Greek text and utilize scholarly Greek resources. The paper should include a proper title page, table of contents, Greek phrase diagram, redaction critical comparison of parallel texts, and an original English translation in the front matter. The student presents a summary of his/her findings during a five-minute presentation on the final day of class. The benchmark for success on this project is 70%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML LO 7).

Hermeneutics I Final Project

The final project in Hermeneutics I requires students to write a 400-600 word metanarrative for the entirety of 2 Peter. Students discuss the character development, plot, and resolution of the metanarrative. Students must also address some general questions about the text and then make application of a specific text based on an identification of the specific meaning, principled meaning, contextualized meaning, and an example of how the passage would be used to invite someone to participate spiritually in communion of persons and/or the mission of God. The benchmark for success is 70%. The course instructor reports the results to the Academic Dean at the end of the semester (AAML LO 2).

Hermeneutics II Final Exegetical Project in

The final project in Hermeneutics II is an exegetical project that demonstrates the student's ability to develop a textual metanarrative and utilize the metanarrative to create an integrous specific meaning, principlized meaning, and contextualized meaning. The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML, BAML-PSY, BAML-WOR LO 2).

Homiletics I Biblical Preaching Project

Students in Homiletics I prepare and deliver two Biblical sermons that are fifteen minutes in length. Students also submit a revised exegetical outline, a homiletical outline, and an expanded preaching outline or complete manuscript for each presentation. The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (AAML LO 2).

Homiletics II Final Preaching Project

Students prepare and deliver a twelve-minute sermon based on their four-week sermon series that they develop throughout the course. The sermon should be guided by a passage of Scripture, make use of traditional story telling methods, and utilize the principles discussed in class to engage the audience. Students must preach from an outline that can fit on a half piece of 8.5x11 paper. The sermons are evaluated by a panel of Pastors during the final class. The benchmark for success is a score of 75% from the professor and a majority vote of "yes" for proficiency from the panel. The course instructor reports the results to the Academic Dean at the end of the semester (BAML, BAML-PSY, BAML-WOR LO 2).

Leadership Teams Project, Church Administration

The purpose of this project is to help the student learn about the various types of ministry situations in which they may be called upon to lead. Students are required to adapt leadership skills to four different types of church settings: a church plant, a church revitalization, a healthy church, and a church split. The project consists of three components, including a research paper, an outline, and a presentation. The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML, BAML-PSY, BAML-WOR LO 4; BAML, BAML-PSY, BAML-WOR LO 5).

Music Theory Entrance Exam and Theory 2 Final Exam Progress Report

The Worship Program Coordinator administers a Music Theory Proficiency Exam to each new student in the program. The Coordinator gives this exam during the first course in the fall semester. The Theory Exam determines music theory knowledge in order to develop a plan for student success. A Final Exam is administered in Theory 2 in order to measure progress. The benchmark for success is an improvement of 20% between exams. The Worship Coordinator reports the results to the Academic Dean (BAML-PSY LO 7).

Pentecostal Leadership Praxis Report

Students are required to read a biography of a person known for their spirituality and write a biographical book report. The report summarizes the leadership principles that can be gleaned

from observing the life of the leader, includes a discussion of a specific pneumatological practice from the person's ministry, and explains how that model can be applied to the student's own life and ministry. The benchmark for success is a score of 80% on the report. The course instructor reports the results to the Academic Dean at the end of the semester (AAML LO 3; BAML LO 3; BAML-PSY LO 3; BAML-WOR LO 3).

Philosophy of God's Self-Disclosure Project in Introduction to Philosophy

Students in Introduction to Philosophy do a research paper 3000 words in length entitled, "A Philosophy of God's Self Disclosure." This paper is intended to address questions related to God's self-revelation, accommodation to his creation, and epistemology. Students are required to discuss how God reveals himself through science, literature, philosophy, and the arts. The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML, BAML-PSY, BAML-WOR LO 6).

Psychology and Christian Mission Final Compilation Research Project

Students complete a final compilation research project eight-ten pages in length that surveys the different paradigms regarding psychology and theology. Students must make a case for the proper integration of psychology and theology using the biblical text, sound hermeneutical principles, biblical theology, and psychological theory. The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML-PSY LO 7).

Psychology Minor Proficiency Exam

A representative of the psychology program oversees the administration and scoring of a senior Psychology Minor Proficiency Exam. Students in the Psychology Minor take the exam via Populi during the thirteenth week of the spring semester in their senior year. The benchmark for success is a score of 60%. The representative reports the results to the Academic Dean at the end of the semester (BAML-PSY LO 9).

Social and Multicultural Personal Cultural Analysis Paper

The focus of the personal and cultural analysis paper is on the development of competency in the area of self-awareness in relation to the issues of diversity and oppression. Based on the readings and class discussions, students examine their cultural and personal identity developmental process and its implications for development and growth as a counselor, pastoral caregiver, or religious leader in a multicultural and pluralistic context. The benchmark for success is a score of 75%. The course instructor reports the results to the Academic Dean at the end of the semester (BAML-PSY LO 8).

Solutions Focused Counseling Simulated Counseling Exercises

Students participate in at least five in-class Simulated Counseling exercises centered on common counseling topics related to marriage, children/teens, parent/child relations, addiction, and depression. Students receive a pass/fail grade. The course instructor reports the results to the Academic Dean at the end of the semester (BAML, BAML-PSY, BAML-WOR LO 5).

Systematic Theology II Holy Spirit Exam

This is T/F and multiple-choice exam that assesses knowledge of the doctrine of the Spirit in regard to the personhood of the Spirit, the gifts, the baptism in the Spirit, and Pentecostal issues. A score of 70% is successful. The course instructor reports the results to the Academic Dean at the end of the semester (AAML LO 3; BAML, BAML-PSY, BAML-WOR LO 3).

Systematic Theology II Final Eschatology Essay Exam

This is a final essay exam that not only assesses a student's doctrinal knowledge but also a student's ability to think analytically about doctrine and articulate aspects of a doctrine in-depth. Students are given 1 hour and 10 minutes to write an essay on eschatology. They must state their position, compare and contrast their position with other major positions, consider the implications of their position on Pentecostal teaching, and give a biblical and logical defense of their position. A score of 70% is successful. The course instructor reports the results to the Academic Dean at the end of the semester (AAML LO 3; BAML, BAML-PSY, BAML-WOR LO 3).

Worship Minor Exit Proficiency Exam

The Worship Program Coordinator administers an Exit Proficiency Exam that includes a written, comprehensive examination and a performance element that is judged by a jury. The benchmark for success is a positive vote by 2/3 of the jury and a score of 60% on the written exam. The Coordinator reports the results to the Academic Dean (BAML-WOR LO 7).

Worship Minor Mid-Level Review

Each student in the Worship Minor receives a Mid-Level Review during the week of final exams in their junior year. This exam is administered by the Worship Program Coordinator and a jury of musicians selected by the Coordinator. The purpose of the exam is to ascertain whether or not the student has obtained proficiency in leading worship from a keyboard or guitar. A favorable vote from the majority of the jury is the benchmark for success. If the student does not receive a favorable vote, he or she will have an opportunity to take additional instrumental lessons and retake the exam at the same time the following year. Passing this exam is required for graduation. The Worship Coordinator reports the results to the Academic Dean (BAML-WOR LO 7).

Additional Spiritual Formation and Ministry Assessments

The College gives various learning assessments that are not directly used to measure learning outcomes but have value to the students for spiritual formation and development of personal and ministry skills.

Spiritual Gifts Inventory

A spiritual gifts inventory test is administered to the freshmen each fall in the course ML1282G Foundations of Life Calling. The purpose of the test is to help students discover their areas of giftedness in order to help prepare them for life and ministry. The course professor administers the inventory, and students are permitted to keep the results of the test (BAML LO 6).

Leadership Style Personality Test

The course instructor of PM 2323G Church Administration and Leadership administers a Leadership Style and Personality Test to the sophomores during each spring semester. This assessment assists students in identifying their leadership strengths and developing a plan for growth (BAML LO 5).

Personal and Family Budget Assessment

The course instructor of FI 2222G Personal and Ministry Finance administers a Personal and Family Budget Assessment to sophomores during the spring semester course each year. The assessment assists students in developing a budget in order to help them develop healthy financial habits and become financially responsible (BAML LO 6).

Program Specific Assessments, Graduate Program (INST Objective 2)

Biblical Leadership Models Theology of Leadership Paper

Students write a sixteen to eighteen-page exegetical/theological research paper on the subject of leadership from a biblical book or group of books. The paper is entitled: “A Theology of Leadership in ____.” The paper must contain exegetical elements from specific biblical texts as well as a final synthesis of the leadership principles discovered during research. The benchmark for success is a score of 80%. The course instructor reports the results to the Academic Dean at the end of the semester (MAPT-PL LO 5).

Capstone Project

Students in the Master of Arts in Practical Theology program (whether Preaching or Pastoral Leadership concentration) complete a capstone project in their final course, PT 6392 Internship Project. The project includes writing a forty-page Ministry Planning and Development document. Each student has a supervisor who serves as a coach and grades the final paper. The final project measures the student’s proficiency in distilling learning from all the courses into a viable ministry plan. A passing grade on this project is required to fulfill the program objectives and for graduation. The preferred score is 80% and above, and the results are tabulated by the Academic Dean (MAPT LO 1, 2).

Expository Preaching Exegetical and Preaching Project

Students in the Expository Preaching course compose an expository sermon outline and preach from it on the final day of the seated session. The goal is to demonstrate proficiency in expository sermon preparation and delivery. The benchmark for success is an 80% on both the written and preaching portion of the project (a rubric is used for grading). The course instructor reports the results to the Academic Dean at the end of the semester (MAPT-PR LO 5).

Leading a Multidimensional Organization Course Project

Students create a sixteen to twenty-page organizational audit framework for ministry organizations that follow the principles of multidimensional organizations, focusing on organizational leadership and the characteristics of a dynamic team. A rationale for the audit

framework must be provided, based on the required course materials. Students use their audit framework on a ministry of their choice, providing reflections on the audit scores. The project also includes a recommendation plan to the leadership of their selected ministry, explaining the benefits, opportunities, and theological case for increasing the dynamic capacity of the team and leadership. The final project also includes any recruitment, training, and management strategies necessary to increase the cultural agility of the team, as well as a training plan to increase healthy relationships within the organization. The benchmark for success is a score of 80%. The course instructor reports the results to the Academic Dean at the end of the semester (MAPT-PL LO 7).

Narrative Preaching Course Sermon

Students preach a fifteen-minute narrative sermon during the seated session of the course. The sermon is critiqued by the professor and fellow students. The goal of this project is to demonstrate proficiency in delivering a narrative sermon. The benchmark for success is a score of 80%. The course instructor reports the results to the Academic Dean at the end of the semester (MAPT-PR LO 7).

Pentecostal Foundations Final Paper

Students write a sixteen to eighteen-page research paper on an issue related to Pentecostalism. The paper can focus on any of a variety of topics such as Pentecostal hermeneutics, baptism in the Spirit, revisionist issues, Pentecostalism and liberation theology, Pentecostalism and postmodernism, Pentecostal eschatology, the history of a Pentecostal doctrine, a response to a cessationist or controversial writer or book, etc. The paper may be historical or exegetical in nature, but every paper must incorporate exegetical work, a review of the historical development of the issue, and a section on how the subject plays out in ministry praxis. The benchmark for success is a score of 80%. The course instructor reports the results to the Academic Dean at the end of the semester (MAPT-PL, MAPT-PR LO 3).

Preaching for Spiritual Formation Final Sermon Project

Students develop a four-week preaching/teaching series aimed at developing both personal and congregational spiritual formation. Students submit outlines that are logically developed, cogently written, and homiletically sound. They also give presentations containing an outline accompanied by a brief text of 1500-2000 words. The benchmark for success is a score of 80%. The course instructor reports the results to the Academic Dean at the end of the semester (MAPT-PR LO 6).

Spiritual Formation Course Project

Students write an eighteen to twenty-page paper that explores biblical concepts of both personal and corporate spirituality, a history of spirituality, and a personal and corporate plan for spiritual formation. Based upon the student's definitions of both personal and corporate spirituality, the paper first explores personal spirituality (examining spirituality as experience and the process of formation) and then discusses the implications and applications of personal spirituality in the corporate life of the body of Christ. The paper draws from biblical resources and includes New Testament perspectives on the topic of personal and corporate spirituality. The benchmark for success is 80%. The course instructor reports the results to the Academic Dean at the end of the semester (MAPT-PL, MAPT-PR LO 4).

Team Leadership Project

Students are required to write a paper that integrates their learning with their current ministry or future ministry context. They may choose to (1) research a specific component of team ministry: communication, mixed-gender teams, team evaluation, shared leadership, etc.; (2) discuss a strategy for transitioning from a hierarchical to team leadership model or creating a leadership team where none currently exists (this could be at any level of an organization); or (3) select one of Lencioni's five dysfunctions and create a coaching plan for bringing transformation, health, and effectiveness. The project incorporates material from class reading, additional research, class notes, interviews, and appropriate biblical models. The benchmark for success is a score of 80%. The course instructor reports the results to the Academic Dean at the end of the semester (MAPT-PL LO 6).

Assessment of Institutional Effectiveness

Overview of Institutional Effectiveness Assessments

Institutional effectiveness looks at how well the institution functions and performs its various educational and support services. The assessments outlined below provide essential data for institutional planning and especially for the President's Annual Institutional Report (AIR). The data for that report is recorded on the [Assessment Schedule](#), which lists the various institutional objectives and their corresponding assessments. While the Institutional Objectives are listed earlier in this document, there are Specific Institutional Objectives listed below. The descriptions include the name of the assessment, the purpose or objective of it, the person responsible for administering it, and the benchmark for success (where applicable). These descriptions provide an overview of the assessments on the Assessment Chart. In addition, some assessments cover multiple areas of the College's functioning. For example, the Noel Levitz Student Satisfaction Survey is referred to often in this report, but it also provides useful information that is not directly mentioned below. The Staff SWOT Analysis and President's Cadre are mentioned below.

Staff SWOT Analysis

The entire Staff performs an annual SWOT Analysis during the month of May in order to analyze the College's overall functioning and provision of services to the students. The Executive Assistant compiles this data, and the President integrates the results into his Planning Document.

President's Cadre

One of the purposes of the President's Cadre is to ascertain the degree of student satisfaction with Northpoint's services and events and to solicit suggestions for improvement. The President leads this meeting three times per semester with student representatives of each class year. The

Executive Assistant takes notes, and these notes are used to inform the President's decisions in College changes and development.

Institutional Objective 1.1

Student Affordability. Northpoint seeks to provide affordable tuition and adequate access to financial information and resources in an effort to fulfill its mission of offering a cost-efficient educational experience.

Student Affordability: Noel Levitz Student Satisfaction Survey

The College employs the Noel Levitz Survey to measure its effectiveness in providing student services. The Survey is given annually around March 15 and is administered by the Academic Dean working in conjunction with the Executive Assistant. The Survey specifically inquires about student satisfaction with Northpoint's tuition. The College seeks to have a score of 6/7 on this item and no more than a difference of .5 between the level of importance and the level of student satisfaction.

Tuition Cost Comparison and Statistics

Northpoint's goal is to maintain at least half the national average cost of tuition as calculated on the Northpoint tuition and fees page listed on our website. The tuition statistics are reviewed annually by the President.

Average Graduate Indebtedness Survey

Northpoint's goal is to maintain a level of no more than half the national debt average. This information is gathered annually in a fall survey to recent graduates. The Executive Assistant works with the Media and Marketing person to administer this survey and record the results in the Assessment Schedule by October 1.

Access to a Trained Federal Financial Aid Counselor

This is currently handled by the Haverhill Campus but will be monitored once we receive accreditation.

Institutional Objective 1.2a

Recruitment. Northpoint seeks to maintain a sufficient recruitment strategy to sustain the enrollment of sufficient qualified students to facilitate the mission of providing a cost-efficient education.

Statistical Assessment of Recruiting Contacts

There are four different sets of data that Northpoint collects for analyzing effectiveness in recruitment contacts. First, the College tracks the number of visits to youth groups and church services. The goal is to have fifty onsite visits per year. Second, the College monitors the number of campus visits by potential students. The goal is to have thirty visits per year. Third, the College takes attendance at the annual Discover Day recruiting event, but the goal is simply to

hold the event annually. Fourth, the College monitors the number of trained student representatives for recruiting. The goal is to have ten to twelve trained volunteers per school year. The Director of Recruiting is responsible for collecting and reporting the above data by July 1 each year.

New Student Academic Standing

Northpoint uses the new student application for collecting data on the applicant's high school GPA, SAT, and ACT scores. The College desires to see the combined average of all new students at a 3.2 GPA and an ACT score of 22 or SAT score of 1100. The Student Admissions Representative is responsible to collect and report this data to the Executive Assistant by July 1 of each year.

Institutional Objective 1.2b

Marketing. Northpoint seeks to maintain a sufficient marketing strategy to sustain enrollment of sufficient qualified students to facilitate the mission of providing a cost-efficient education.

Website Review

The website review assesses the completeness and accuracy of information on the website relative to the COA marketing essential elements (see the appendix, [Assessment Schedule](#)). Items reviewed include employment and graduation rates, mission statement, catalogs, financial facts, admissions requirements, layout, background, color choices, fonts, images, multimedia, spelling and grammar, etc. A successful review demonstrates compliance with the COA essential elements and is completed by the Director of Media and Marketing by November 1 of each year.

Social Media Review

The same assessment process as above applies to the Social Media Review. This review assesses content, images and graphics, multimedia and stories, spelling and grammar, content accuracy, values, etc. on the social media platforms.

Institutional Objective 1.3

Budget. Northpoint seeks to manage its budgetary process and expenditures in a way that facilitates its institutional mission to offer a cost-effective educational experience leaving students unencumbered by substantial student debt.

Internal Financial Audit

The College requires an annual internal financial audit, and success in this area simply includes the completion of the audit and an affirmation of the school's good financial standing. The Finance Coordinator is responsible for overseeing this process in July/August of each year and complete it by September 25.

Operational Cost by Function

This assessment creates a snapshot of the whole budget by department and the percentage of allocation to each department. It seeks to show the return on the College's investment and cost per student in recruitment. The Finance Coordinator gives this report by October 1 each year. There is no particular number that is sought, but this report assists the budgeting process.

Institutional Objective 1.4a

Tuition. Northpoint seeks to facilitate education at a tuition rate genuinely consistent with the mission of leaving students unencumbered by substantial student debt.

Five-year Tuition Cost & Fees History

The Registrar reviews the tuition cost and the various fees to prevent the amalgamation of excessive fees and cost increases for the student. A simple completion of the review and report to the Executive Assistant is all that is required. This is done annually by August 1.

Tuition Cost Satisfaction

The Noel Levitz Satisfaction Survey is used to determine the level of satisfaction with tuition cost. The benchmark for success is to have less than a one-point gap between the level of importance versus the level of satisfaction on a seven-point scale. The Executive Assistant collects and records this information at the time of the survey and reports on the Assessment Schedule by June 1.

Institutional Objective 1.4b

Housing. Northpoint seeks to facilitate affordable housing options for students that are convenient, quality, and consistent with the mission of leaving students unencumbered by substantial student debt.

Statistics on Students Using Host Homes and Other Options

The College tracks the number of students staying in host homes and the Hyatt Place during their weekly visit to Northpoint. The purpose is to determine whether or not students have adequate and affordable options for housing. Success is defined as having all students provided with adequate housing. The Executive Assistant reports this on the Assessment Schedule by September of each year.

Institutional Objective 1.5

Retention. Northpoint seeks to maintain a healthy retention rate in order to facilitate cost-effective delivery of educational services in order to keep costs at a rate consistent with our mission of leaving students unencumbered by substantial student debt.

Annual Retention Rate Review

The Academic Dean reports the retention rate by November 15 of each year. Exit Interviews assist in providing data on reasons why students leave the school. The College is successful when it maintains a retention rate of 75% or better.

Statistic on How Likely Students are to Return

The Noel Levitz Satisfaction Survey provides data on how likely students are to return to Northpoint. The College seeks to maintain a score of at least 6/7 on the likelihood of students returning (likely or very likely). The Academic Dean provides this statistic annually by June 1.

Institutional Objective 3.1

Student Personal and Relational Health. Northpoint seeks to provide adequate resources for students to experience personal and relational health.

Applicant Personal Interview

Northpoint began performing personal interviews of all applicants during the fall of 2019 for the 2020-21 school year. Two members of the Admissions Committee interview each student in order to determine the student's suitability for admission to Northpoint and to begin devising a plan for accountability or additional assistance that some students might require. The interview rubric covers six main topics, including vision and goals, time management, financial planning, academic qualifications, emotional stability, and spirituality and ethics. Results of the interview factor into the final decision of the full Admissions Committee and the notes are stored by the interviewers in the student's private file on Populi. Three members of the Admissions Committee must approve the student for admission to Northpoint. The process is successful when every student receives an entrance interview and whatever resources might be needed to ensure a productive college experience.

Student Exit Interview

Students participate in an Exit Interview when they leave before completing their program or when they graduate. The purpose of the Interview is to discover the student's level of satisfaction with the College and degree of personal and relational health and to obtain feedback for future improvements. The Interview also serves as an opportunity to give the student guidance in matters such as employment and financial aid. Routine interviews at the time of graduation are handled by the Registrar. When additional assistance is needed or a student withdraws from the College, the Student Advisors or the Academic Dean assist in the interviews. Interviews are performed as needed or immediately prior to graduation. Notes from interviews are filed on Populi and entered on the Assessment Schedule. The goal is to give every student an opportunity to provide feedback before leaving Northpoint.

Emotional Intelligence Test

Because the desired learning outcomes involve personal and relational health, Northpoint instituted an Emotional Intelligence test (EQ-I) in the fall of 2018. The test enables students to identify strengths and weaknesses and develop a plan for growth in emotional health. The

purpose of repeating the test is to measure progress in various areas. The instructor in the freshman Foundations of Life Calling Course administers the test each fall. The results of the test are communicated to the students through the President's office. The Executive Assistant administers the test again before graduation, and students can compare their results. We would like to see an improvement of five points in the score.

Life Group Leader Survey

In order to ensure that students are receiving proper care in their Life Groups, the Student Resource and Care Coordinator administers a survey to the students in the groups. Northpoint's goal is to have all Life Group leaders receive at least 4.5/5 on the survey. The Care Coordinator reports the results on the Assessment Schedule by June 1.

Student Satisfaction with Spiritual Growth

Northpoint added this question to the Noel Levitz Satisfaction Survey: "I am a better person for attending Northpoint?" We want to see a satisfaction score of 6/7 on this question. The Academic Dean reports this score by June 1 each year.

Institutional Objective 3.2

Faculty Health and Development. Northpoint seeks to provide both an example and an environment of personal and relational health by ensuring staff and faculty embodiment of those ideals and the provision of adequate resources for growth.

Faculty Evaluations by Students

During the seventh week of each semester, the Executive Assistant provides an evaluation link to the students in each course via Populi. Instructors step out of the classroom for the first ten minutes of class in order to give students the opportunity to complete the anonymous evaluation. The Executive Assistant tabulates the results, presents them to the Academic Dean, stores them in Drop Box, and sends the results to each professor. The President and the Academic Dean review the results, meet with any instructors in need of special assistance, plan teacher training, and make future employment decisions based on the evaluations. Graduate students also do these evaluations at the end of each seated session. The benchmark for success is an overall average of 4.7/5 for the semester. The Academic Dean reports the results from both semesters by June 1 of each year. Individual professors who score below 4.5 receive special attention and are often scheduled to receive an in-class evaluation from a staff person.

Faculty Development Day

This is an annual day of training for faculty members. It is held during the early weeks of August and is organized by the Academic Dean. Success is simply holding the event as scheduled and having a productive time of investing in faculty members.

Healthy Conflict and Relationship Management Satisfaction

The Noel Levitz Satisfaction Survey enquires about student satisfaction with the College's commitment to healthy conflict and relationship management. The College desires to see less

than a one-point difference between the level of importance to the student and the degree of satisfaction. The Academic Dean reports this information by June 1 each year.

Institutional Objective 4.1

ABHE Bible and Ministry Requirements. Northpoint seeks to ensure that all graduates have fulfilled the Bible, theology, and practical ministry courses required by the ABHE.

Program Requirements Compliance

This assessment is a simple, annual check by the Registrar that all degree programs are in compliance with the ABHE guidelines for required credits in each program and in each particular area of study. In addition, the review confirms that graduates have met the 2.0 GPA requirement. This check is performed by May 1 of each year.

Institutional Objective 4.2

Ministry Focused Faculty. Northpoint seeks to maintain a faculty committed to and involved in the local Church and the mission of God.

Faculty Evaluations by Students: Embodiment of Northpoint's Missional Culture

This evaluation is part of the evaluation used in INST Objective 3.2 above. The final question on this evaluation enquires about the extent to which the teacher embodies Northpoint's culture: "Northpoint seeks to maintain a culture of quality relationships, high moral values, optimism and enthusiasm, and academic rigor. I can say this professor embodies this culture well." The Executive Assistant tabulates the results, presents them to the Academic Dean, stores them in Drop Box, and sends the results to each professor. The President and the Academic Dean review the results, meet with any instructors in need of special assistance, plan teacher training, and make future employment decisions based on the evaluations. Graduate students also do these evaluations at the end of each seated session. The benchmark for success is an overall average of 4.7/5 for the semester. The Academic Dean reports the results from both semesters by June 1 of each year. Individual professors who score below 4.5 receive special attention and are often scheduled to receive an in-class evaluation from a staff person.

Faculty Evaluations by Staff

The purpose of the Faculty Evaluation by Staff ([Exhibit 3](#)) is to evaluate the instructor's class presence, teaching skill, and course layout on Populi. At about week nine of each semester, the Academic Dean assigns a staff member to sit in an hour of class time of select teachers. The observer answers several questions related to the instructor's health in the classroom, academic abilities, and passion in teaching. The evaluator also reviews the instructor's syllabus and the course layout on Populi to make sure it is consistent with Northpoint's practices and college standards. The evaluations are returned to the Academic Dean for review and the results are reported to the President. Each teacher receives a copy of his or her evaluation as well. The

Executive Assistant stores a digital copy of the evaluation in the College's digital files, and the President and Dean use the information to provide encouragement or assistance to the faculty member as well as to determine continued employment. The College desires to see all faculty members obtain a rating of at least 4.5/5 on the evaluation.

Institutional Objective 4.3a

For Credit Internships. Northpoint seeks to facilitate the offering of for-credit internships of the highest quality in terms of hands-on opportunity, mentorship, personal development, and learning.

Evaluation of Intern by Field Supervisor

The Field Supervisor provides a final evaluation of the student's summer internship experience. The Supervisor reports on twenty different aspects of the intern's character and work, and a successful intern scores at least an 80% on the evaluation. Success is obtained when every intern meets that benchmark. The Academic Dean reports the results by October 1 each year.

Intern Evaluation of Field Supervisor and Faculty Member

The Assistant to the Academic Dean administers an evaluation of the summer internship Field Supervisor and the official Teacher of the course. Students complete this evaluation at the time of their final presentations in September. The results are tabulated by the Executive Assistant and reported to the Academic Dean and the President. The Dean and the President review the results and offer recommendations to the supervisors and make decisions regarding future participation of supervisors based on the assessments. The benchmark for success is a 4.5/5 on the evaluation.

Institutional Objective 4.3b

NxtGenNow and Other Non-Credit Internships. Northpoint seeks to facilitate the offering of non-credit internships of the highest quality in terms of hands-on opportunity, mentorship, personal development, and learning.

Evaluation of Intern by Supervisor, NxtGenNow Scholarship

The undergraduate NxtGenNow Scholarship program requires students in the Bachelor of Arts in Ministry Leadership to do an internship at Grand Rapids First Church during the school year in order to gain experience applying leadership principles in the field. Students do the internship as long as they receive the scholarship. This internship program is not for credit, but it does provide an additional opportunity for students to gain hands-on experience in a church setting. Internship supervisors are members of the Grand Rapids First pastoral team or of the Northpoint Staff, and each supervisor completes an evaluation of the student at the end of the spring semester. The evaluation enables the supervisor to give feedback to the student and gives the scholarship committee a tool for evaluating the continued distribution of scholarship monies. The evaluation is administered by the Executive Assistant during the second week of April. The desired outcome is to have every intern receive either a recommended or highly recommended

evaluation for the student's potential return the following year. Results are to be reported on the Assessment Schedule by June 1.

Evaluation of Internship by Student, NxtGenNow Scholarship

The Executive Assistant administers an evaluation of the NxtGenNow Scholarship supervisor and the experience as a whole. Students complete this evaluation at the end of their internship in April. The benchmark for success in this evaluation is to receive at least a 4.5/5 on the evaluation of the student's overall experience. The Executive Assistant relays the results to the President for review by June 1 each year. When the internship involves the staff at Grand Rapids First, the President relays the information to the Grand Rapids First Executive Leadership Team. The President and Leadership Team make whatever recommendations or adjustments are necessary.

Institutional Objective 4.4

Graduate Placement and Continued Education. Northpoint seeks to graduate students fully prepared and capable in terms of employment in the field of interest and in the pursuance of further education.

Post-Graduation Employment Rate

The Registrar performs an employment survey about six months after graduation. The College desires to see at least 80% of students who are seeking employment to have a position using their Ministry Leadership degree within six months of graduation. The statistic is reported to the Academic Dean by November 15, and then it is passed to the Director of Marketing for publication on the website.

Advancement to Graduate Programs Survey

Advanced education data is obtained in the same survey as the graduation employment rate above. Northpoint seeks to have a 100% answer to this question: "Northpoint prepared me well for my graduate studies?"

Institutional Objective 4.5

Relationships and Conflict. Northpoint seeks to graduate students who are emotionally and relationally healthy, who know how to handle conflict well, build healthy communities, and be successful in marriage.

A Commitment to Healthy Conflict and Relationships

The College has added a question to the Noel Levitz Survey that enquires about the level of satisfaction with the school's commitment to healthy conflict and relationships. The goal is to have less than a one-point difference between the level of importance and the level of student satisfaction. The Academic Dean reports the results on the Assessment Schedule by June 1.

Solutions Focused Counseling Project

This project is actually a student learning outcome, but it also serves as an indicator of Northpoint's success in meeting Institutional Objective 4.5. Students participate in at least five in-class simulated counseling exercises centered on common counseling topics, including marriage, child/teen, parent/child, addiction, and depression. The professor of Solutions Focused Counseling oversees the assessment during the fall semester and reports the results to the Academic Dean by January 1. The benchmark for success for each student is a score of 75% on the project.

Emotional Intelligence Test, Conflict Management

The Emotional Intelligence Test is also used in INST Objective 3.1 above. It enables students to identify strengths and weaknesses and develop a plan for growth in emotional health. For INST Objective 4.5, the Test is used to measure growth specifically in the area of conflict management. The instructor in the freshman Foundations of Life Calling Course administers the Test each fall. The results are communicated to the students through the President's office. The Executive Assistant administers the Test again before graduation, and students can compare their results. We would like to see an improvement of five points in the score.

Institutional Objective 4.6

Social and Cultural Diversity Awareness and Health. Northpoint seeks to facilitate the development of a diverse community of people who are informed with regard to historical issues related to diversity, who listen well, and who are able to be bridge builders.

Textbook Percentages

In order to encourage course reading from a diversity of perspectives, the Academic Dean conducts a summer review of course textbooks, with a goal of getting at least 25% of classes to include at least one significant reading from an author of color and 50% in the next 3-5 years. The Academic Dean reports the statistic by September 1.

Northpoint Students of Color Survey (NSOC)

Northpoint Students of Color exists to provide an intentional space for community with other students and leaders of color in relevant fields of ministry and Christian service; to invest in and resource the next generation of ministry and Christian service leaders of color; and to provide a space for the College to listen, receive feedback and critique, and engage in dialogue on ways to continue to serve students of color with increasing care and intention. NSOC has three lunch meetings per semester with a relevant ministry or Christian service leader. The Executive Assistant administers a satisfaction survey to attendees and records the results by June 1. A score of 4.5/5 is considered successful in student satisfaction.

Chapel Diversity Survey

The Student Resource and Care Coordinator invites the chapel speakers and monitors the statistics regarding the gender and racial diversity of the speakers. There is an ongoing goal of

having 40 – 60% of the speakers be from a culturally diverse group. The Coordinator reports this number on the Assessment Schedule by August 1 of each year.

Diversity Recruitment Data

The College seeks to maintain an awareness of cultural diversity and to recruit students of color. The College does not have a particular recruitment percentage as a goal, but the school likes to see 20 – 25% or more of new recruits be persons of color. The Director of Recruiting reports this number by June 1 each year.

Institutional Objective 4.7

Sexual Health. Northpoint seeks to provide students with the information and resources to develop lives that are sexually healthy and life-giving to themselves and others.

Sexual Health Resources (Noel Levitz Satisfaction Survey)

The College includes the following question in the annual Noel Levitz Survey: “The resources and relationships for me to become more sexually healthy are available?” Northpoint aspires to maintain less than a one-point gap between the level of importance and the level of satisfaction. The Student Resource and Care Coordinator is responsible for monitoring and reporting this statistic by June 1 each year.

Institutional Objective 4.8

President Evaluation

The President receives an annual performance evaluation from the Chairman of the Board in October. The Chairman evaluates the President using a rubric which measures items such as quality of work, interpersonal relationships, initiative, leadership ability, organization and planning, professional development, and loyalty to the College’s mission. The Chairman both reviews the evaluation with the President and makes recommendations to the Board regarding compensation and future employment.

Board Evaluation

The objective of the Board Evaluation is to determine if the Board of Trustees is functioning in a productive manner and in consistency with the College Mission. The President, in cooperation with the Chairman of the Board, administers the evaluation once every three years (beginning fall 2022). The President and Chairman review the results and recommend any necessary improvements to the Board.

Staff Evaluations

Every staff member receives an annual performance evaluation from his or her supervisor in October. Supervisors evaluate their staff members using a rubric which measures items such as loyalty to their superiors, attitude, productivity, communication, interpersonal relationships, and attendance. Staff members who are also supervisors receive an additional assessment of their

leadership skills. The President reviews the evaluations and makes recommendations to the Board of Trustees regarding compensation and continued employment.

Employee Satisfaction Survey

The purpose of the Employee Satisfaction Survey is to provide an indicator of employee morale and employee satisfaction with the work environment at Northpoint. Two separate surveys tailored to staff and faculty are administered every two years to all staff and faculty (2020, 2022). The Executive Assistant administers the survey to all staff and faculty in August and reports the results to the President. Participants have the opportunity to rate their level of satisfaction in a number of areas, including compensation and benefits, workplace environment, and team and supervisor performance. Northpoint seeks to have a 4.5/5 satisfaction rating.

Institutional Objective 5.1

Chapel. Northpoint seeks to facilitate a weekly chapel experience that authentically engages students in the experienced presence of God, engagement with Scripture, and leads to personal transformation.

Chapel Survey

The Student Resource and Care Coordinator administers a chapel survey at the end of the school year. The survey covers information about the chapel theme, quality of the speakers, diversity of the speakers, and the spiritual benefits of the services. A score of 4.5/5 on the survey is desired. The Care Coordinator reports the results on the Assessment Schedule by June 1.

Chapel Attendance

Northpoint values the chapel experience and desires to see all full-time students attending chapel at least 13/15 weeks in each semester. The Student Resource and Care Coordinator oversees chapel attendance and check-in on Populi. Fines are issued to students for each service that is missed beyond the two allowed. The Care Coordinator reports the attendance results on the Assessment Schedule by June 1.

Life Group Assessment

The Life Group Assessment provides a general measure of the overall health and development of the student body. Student Life Groups are held once per month during the school year and are led by student leaders. These leaders are required to give feedback based on interactions with students in their life groups. Leaders comment on three areas of the College's functioning: community health, academic support, and missional growth. The Student Resource and Care Coordinator leads this ministry, distributes the questionnaire to the leaders each month, and monitors attendance. Northpoint desires to see students attending at least 6/7 life group meetings throughout the school year. The Care Coordinator reports the statistics on the Assessment Schedule by June 1.

Student Ministry Participation Report

In order to measure the Institution's success in promoting ongoing ministry experience for the students, the students complete a Ministry Participation Report once per month during their Life Group meetings. The students report their chapel attendance, worship attendance, and ministry participation on Populi. Students are asked if they are participating in a ministry on a regular basis. The reports are monitored by the Student Resource and Care Coordinator. The Executive Assistant issues fines to students with excessive chapel absences. The Care Coordinator reports the ministry participation statistics to the Academic Dean at the end of each semester and reports the statistics on the Assessment Schedule by June 1. Because the College's degree is in Ministry Leadership, Northpoint seeks a 100% ministry participation mark among sophomores through seniors but considers any number below 90% as inadequate.

Institutional Objective 5.2

Spiritual Environment in the Classroom. Northpoint seeks to ensure every classroom is genuinely connected to the mission of God both in terms of content and experience.

Faculty Evaluation by Students

This evaluation is part of the evaluation used in INST Objective 3.2 above. The final question on this evaluation enquires about the extent to which the teacher embodies Northpoint's culture: "Northpoint seeks to maintain a culture of quality relationships, high moral values, optimism and enthusiasm, and academic rigor. I can say this professor embodies this culture well." The Executive Assistant tabulates the results, presents them to the Academic Dean, stores them in Drop Box, and sends the results to each professor. The President and the Academic Dean review the results, meet with any instructors in need of special assistance, plan teacher training, and make future employment decisions based on the evaluations. Graduate students also do these evaluations at the end of each seated session. The benchmark for success is an overall average of 4.7/5 for the semester. The Academic Dean reports the results from both semesters by June 1 of each year. Individual professors who score below 4.5 receive special attention and are often scheduled to receive an in-class evaluation from a staff person.

Staff Enthusiasm for the Mission of God (Noel Levitz Satisfaction Survey)

Because the spiritual climate among the staff members also affects the classroom, Northpoint includes a question on the Noel Levitz Satisfaction Survey that enquires about the student's satisfaction with the staff's enthusiasm for the mission of God: "The staff's enthusiasm for the mission of God is evident." Northpoint seeks to maintain less than a one-point gap between the level of importance and the student's satisfaction. The Academic Dean reports the results by June 1.

Institutional Objective 5.3

Staff and Student Miscellaneous Data. Northpoint gathers a great deal of miscellaneous data to monitor its performance in various areas.

Students' Reasons for Choosing Northpoint

Northpoint gathers information from student applications in order to determine whether or not students are choosing Northpoint based on the College's overall Institutional Objectives. Students select their reason for attending Northpoint from a dropdown menu. The Director of Recruitment collects this information and reports it on the Assessment Schedule by September 12.

Noel Levitz Student Satisfaction Survey

The Noel Levitz Survey provides an abundance of data on various topics. The College pays particularly close attention to the satisfaction levels on cost efficiency, academic experience, relational health, environmental health, and spiritual experience. Northpoint's goal is to register less than a one-point gap between the level of importance and the level of student satisfaction. The Academic Dean reports this information by June 1.

Preparation for the Planning Document

Northpoint has routinely carried out various basic assessments since its inception; however, several new assessments were added in 2019, and a few more strategic assessments were added during the 2020-21 school year. The data is incorporated into the President's Annual Institutional Report and used as the basis for planning and development. The recommendations from the COA have been very beneficial in helping Northpoint close the loop in assessing, planning, and implementing changes.

The Academic Dean and the Executive Assistant presented all the data from the various assessments to the President in the fall of 2021 in order for him to devise an improvement plan for the College. Despite the difficulties presented by COVID-19 in recent years, Northpoint was pleased to see high levels of student satisfaction indicated on the Noel Levitz Student Satisfaction Survey.

The full [Assessment Schedule](#) of institutional assessments can be viewed by following this link. A separate schedule of learning assessments can be viewed by following this link to the [Degrees Assessment Chart](#).

Northpoint looks forward to improving the quality of its education and services as the assessment cycle continues.