



NORTHPOINT INSTITUTIONAL IMPROVEMENT PLAN
NORTHPOINT BIBLE COLLEGE GRAND RAPIDS

Submitted to the Commission on Accreditation
Association for Biblical Higher Education
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by

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Contents

LETTER FROM THE PRESIDENT	3
1. FRAMEWORK	4
1.1 BACKGROUND/HISTORY	5
1.2 MISSION	5
1.3 VISION	5
1.4 PURPOSES OF THE COLLEGE	6
1.5 ASSESSMENT PROCESS.....	6
1.6 ASSESSMENT ANALYSIS, PLANNING PROCESS & CALENDAR	9
2. INSTITUTIONAL ASSESSMENT	10
2.1 STRENGTHS	10
2.2 WEAKNESSES.....	11
2.3 OPPORTUNITIES	12
2.4 THREATS.....	12
2.5 ASSESSMENT CONCLUSIONS.....	13
3. SHORT-TERM OPPORTUNITY FOR GROWTH PLANS	15
3.1 SHORT-TERM OFG: LONG-TERM TUITION ADJUSTMENT STRATEGY.....	15
3.2 SHORT-TERM OFG: MICHIGAN GRANTS AND TRANSFER NETWORK.....	16
3.3 SHORT-TERM OFG: FACULTY ASSESSMENT AND DEVELOPMENT	17
3.4 SHORT-TERM OFG: STUDENT EMPLOYMENT AND RESOURCES.....	18
3.5 SHORT-TERM OFG: INTERN PARTNERSHIPS	19
3.6 SHORT-TERM OFG: ASSEMBLIES OF GOD ALLIANCE.....	20
3.7 SHORT-TERM OFG: DUAL ENROLLMENT AUTHORIZATION	21
3.8 SHORT-TERM OFG: ENROLLMENT PREDICTION AND BUDGETING.....	21
4. LONG-TERM OPPORTUNITY FOR GROWTH PLANS.....	23
4.1 LONG-TERM OFG: RECRUITMENT AND RETENTION FROM STRENGTHS.....	23
4.2 LONG-TERM OFG: FACILITY DEVELOPMENT	25
4.3 LONG-TERM OFG: HOUSING DEVELOPMENT	26
4.4 LONG-TERM OFG: CYCLICAL DEGREE OUTCOME, CONCRETIZATION, AND CURRICULUM REVIEW.	27
5. CONCLUSION.....	29

LETTER FROM THE PRESIDENT

Northpoint Bible College - GR is an institution of Biblical Higher Education established for the fulfillment of our mission. We equip students to participate in the continuing work of Jesus in a way that reflects rigorous academics and a profound love for Jesus and people, and we equip them at a price that releases students financially to say yes to the call to participate in God's mission wherever He may call them.

This mission is meant to intentionally exert mediating pressures during the decision-making and institutional development processes, providing a meaningful lens through which the various concerns of the College are understood and addressed. Often it moves decisions in directions other than those chosen by traditional colleges or universities with regard to overall institutional planning, financial priorities, recruiting, faculty selection, infrastructure, and development of curriculum.

Our mission means we create and assess structures that facilitate an authentic and dynamic personal spirituality for all students. We work through the challenges of creating a community where Christ is experienced in the communion of persons; where people grow into the love of Christ and become whole people who give the life and love of Jesus freely to those around them. We focus on obtaining and training a faculty consistent with those values and who possess both the theological expertise and practical experience required to effectively equip others.

Additionally, our mission demands we be committed at a structural level to release students "to participate in the continuing work of Jesus" financially. We are committed to exercising fiscal discipline, prioritizing efficiency, and remaining focused on our mission of cost-effectiveness for students. This is mission critical for our institution and, more importantly, for the future of those called to go to the poor and the marginalized, to our rural communities and urban centers, and to be entrepreneurial and new-endeavor focused. The challenge of ever-increasing student debt works in direct opposition to the advance of the mission of Jesus.

At Northpoint Bible College - GR, we look forward to continuing to build a legacy of healthy people, families, and ministries as graduates are sent out with a dynamic experience of the life-giving person of Jesus, with genuine academic ability in their required areas of expertise, and with the passion and skills to make a substantive difference in the communities of which they are a part.

It's an incredible honor and privilege to be a part of such a mission-focused, thriving, and genuinely optimistic institution.

Sincerely,

President Trenton Roberts

1. FRAMEWORK

The Board of Trustees, administration, and faculty of Northpoint Bible College - GR are committed to the fulfillment of the mission of the College in all aspects. This document is designed to explain the process of movement from assessment to decision making. Further, it charts a course for the future that ensures no institutional values are compromised and serves as NBC-GR's strategic and development plan. The institution will continue to be sustainable and improve in its financial and academic health and in its spiritual and relational culture. We will continue to be committed to our focus on those who demonstrate a call to "participate in the continuing work of Jesus." And we will continue to be committed to seeing a demonstrable difference in the communities we serve as a result of the graduates we send.

This document is divided into four main sections: 1. Framework, 2. SWOT Assessment, 3. Short-Term Opportunity for Growth Plans, and 4. Long-Term Opportunity for Growth Plans.

Throughout the document, an "opportunity for growth," or OFG, is understood as an opportunity to improve the institution's ability to fulfill its mission and achieve its institutional objectives. Opportunities for growth have been and will continue to be discovered through the College's various processes of assessment. OFGs are included only as they directly address a threat to the institution's ability to fulfill its mission and institutional outcomes or contribute to its ability to do the same.

OFGs may be categorized as either Short-Term or Long-Term. Short-Term OFGs require a simple change in policy, shift or provision of resource, or similar action that can be easily accomplished without significant investment of time, planning, or resources. A Long-Term OFG is one that requires a more complex response or a significant investment of time or resources. It may require additional research or information, meetings to develop a strategy or solution, or a complex solution involving more than one department or a significant policy change, etc.

The catalog of opportunities for growth is derived from three main sources: (1) the College's internal processes of institutional assessment culminating in the [Assessment Schedule \(AIR\)](#); (2) the College's external process of assessment which may reveal possible threats and opportunities; and (3) the process of evaluating NBC-GR's compliance with the Comprehensive Standards of the ABHE culminating in the Compliance Document.

It is believed that the OFGs addressed in this strategic planning document will provide NBC-GR with a mechanism for continuing to fulfill its institutional mission and outcomes with increasing efficiency and excellence.

All OFGs undergo a regular process of review, as described below, and are subject to adjustment and should be considered as guides to the future as we now understand our institution, our environment, and our mission. This plan serves the mission of the institution. Therefore, it is understood that the future will almost certainly mean adjustment.

The next section delineates the framework for the development of this institutional planning document.

1.1 BACKGROUND/HISTORY

Northpoint Bible College Grand Rapids Campus began as the 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, now President, 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 through its status as an extension 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 Campus 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 couple of dozen students in 2010 to about 100 ministry students today.

1.2 MISSION

Northpoint Bible College - GR 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.

1.3 VISION

The College seeks to make a demonstrably positive impact on the faith communities it serves by offering an educational experience consistent with the mission and evidenced by low graduate indebtedness, the quality and sustainability of graduates and the organizations of which they are a part, and the missional vitality of those same organizations.

1.4 PURPOSES OF THE COLLEGE

Northpoint Bible College - GR is committed to providing 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.

To provide a rigorous academic experience. Northpoint Bible College - GR 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.

To foster personal and relational health. Northpoint Bible College - GR is committed to seeing its students and graduates embody the life-giving attributes of the Gospel both personally and inter-personally. 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.

To exercise a disciplined focus on preparing people for participation in the continuing work of Jesus. Northpoint Bible College - GR 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.

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.

1.5 ASSESSMENT PROCESS

The assessment processes detailed in the [Assessment Document](#) are specifically designed to generate the appropriate data to provide the President and Board of Trustees of Northpoint Bible College - GR with an Annual Institutional Report. The Annual Institutional Report (AIR) is a comprehensive document providing detailed assessment and historical comparisons and is used to evaluate previous and current performance and to plan specific short-term and long-term opportunities for growth that will help the institution fulfill its mission. The Report is comprised of two detailed documents. The [Assessment Schedule \(AIR\)](#) lists the assessments of the Institutional Objectives, and the [Degrees Assessment Chart](#) specifically address the student learning outcomes of Institutional Objective 2.

RECRUITMENT:

New Student Data: Number of total new students enrolled for the present academic year. Number of new full-time students enrolled for the present academic year. Number of new part-time students enrolled for the present academic year. Number of students who filled out an application but did not complete their file. Number of students who completed their file but were not

accepted or chose not to attend. Number of new students in the Psychology minor. Number of new students in the Worship minor. Number of new students in the Ministry Leadership degree without a minor. Number of new students in the MA program, as applicable. New student breakdown by gender as a whole and by area of study. New student breakdown by ethnicity [White, Non-Hispanic; Black/African, Non-Hispanic; Hispanic/Latino; American Indian or Alaskan Native; Native Hawaiian/Other Pacific Islander; Asian, Non-Hispanic; Non-Resident Alien [International Students]; Unknown] as a whole and by area of study. Much of this data is obtained through the annual Statistical Analysis.

These are to be presented in a 5-year comparison chart as the data becomes available.

Student Point of Contact Data: Number of church visits by recruiter or representative. Number of youth group visits by recruiter or representative. Number of Christian school visits by recruiter or representative. Number of non-Christian schools visited by recruiter or representative. Number of locations visited by recruiter or representative with significant ethnic diversity [20% or more]. Discover Day attendance. Percentage of students who attend Discover Day who enroll. Diversity stats for Discover Day.

These numbers to be projected as necessary since the academic year will not be complete at the point of data collection. These are to be presented in a 5-year comparison chart as the data becomes available.

Student Choice Data: Top Reason Student Chose Northpoint [Spiritual Culture, Emphasis on Personal Growth & Health, Academic Rigor, Overall Reputation, Potential Employment, Cost, Location, Friend Referral, Contact with Professor or Administrator, Facilities, Hands-on Opportunities, Relationship to Grand Rapids First]; Strengths Perception Data [Spiritual Culture, Emphasis on Personal Growth and Health Culture, Academic Rigor, Overall Reputation, Potential Employment, Cost, Location, Facilities, Hands-on Opportunities, etc., derived from the Noel Levitz Survey].

Student Representatives: Number of students adequately trained to expertly represent the school without Recruiter presence.

MARKETING:

Website: ABHE Compliance Review; External Professional Review and Recommendations for Improvement for Aesthetics, Ease of Use, Currency; Student Review and Recommendations for Improvement for Aesthetics, Ease of Use, Currency; External Pastoral Review and Recommendations for Improvement for Aesthetics, Ease of Use, Currency.

Social Media: Professionals, pastors, and student assessments survey.

Print Marketing: External Professional, Student, and Pastoral Review for Aesthetics, Ease of Use, Currency. Departmental Review for Budget, Individual Programs, and any Informational Updates.

ADMISSIONS: Statistical Data Regarding New Student and Institutional Average GPA, SAT/ACT; Statistical Data Regarding New Student and Institutional Number and Percentage of

Students with a Less than 30, 30-60, 60-120, and 120-180 Minute Commute; Statistical Data Regarding New Student and Institutional Number of Students from Out of State; Breakdown of Number and Percentage of Students Not Accepted by Reason of Academics, Faith or Missional Misalignment, and/or Ethical Issues. Much of this data is obtained from the new student Application and funneled into the Statistical Analysis.

RETENTION: Statistical Data Regarding Retention Freshman to Sophomore and Institutional. Breakdown of Number and Percentage of Students Leaving because of Finances, Inter-Personal Problems, Ability to be Academically Effective, Change of Major or Life Direction, Spiritual or Emotional Need or Challenge [with detail], Lack of Satisfaction with the College [with detail]; Report of Noel Levitz Student Satisfaction Inventory and Exit Interview.

COST-EFFICIENCY & BUDGETING: Overall Dashboard of Income by Tuition and Gifts and Expenditures by Recruitment, Marketing, Administrative Staff, Faculty, Student Life and Services, Library and Resources, Facilities, and Accreditation; Cost Per Student to Recruit; Outstanding Tuition; Cash Balance, etc.

ACADEMIC EXCELLENCE AND DEVELOPMENT: Academic Dean Report Regarding Clarity of Degree Outcomes and Alignment of Course Outcomes and Assessment Mechanisms with Degree Outcomes and Institutional Mission and Values; Statistical Data from Entrance and Exit Writing Samples; Statistical Data from Entrance and Exit Writing Samples; Statistical Data Regarding by Year, Program and Overall Institutional GPA; Statistical Report of Administrative and Student Assessments of Faculty on the Basis of Course Outcomes and Institutional Mission / Values; Statistical Data Regarding Midterm GPA Alerts.

STUDENT SPIRITUAL, EMOTIONAL, & RELATIONAL HEALTH: Statistical Data on EQ-I Assessment Progression; Statistical Data Regarding Student Involvement in Local Church / Ministry; Year End Statistical Data from Life Groups Regarding Student Average Prayer Life [information will be collected Fall 2021], Relational Health, etc.

INTERNSHIPS AND PARTNERSHIPS: Statistical Data from Summer Internship Evaluations and Student Satisfaction Survey Relative to Quality of Internship and Partnership Options, Alignment of Internships and Partnerships with Institutional Values, etc.

STUDENT SERVICES: Statistical Data from the Noel Levitz Student Satisfaction Survey.

ACADEMIC RESOURCES: Report from the Academic Dean or Delegate Regarding Ongoing Development of the College's Library Resources.

ACADEMIC RECORDS: Report on ABHE Compliance for Academic Records; FERPA Conformity Verification on All Systems.

FACULTY HEALTH & DEVELOPMENT: Statistical Data Relative to Faculty's Alignment with Institutional Values in the Classroom from the Faculty Reviews by Administration and Students.

STAFF & ADMINISTRATIVE HEALTH & DEVELOPMENT: Statistical Data Derived from the Annual Staff Review and triannual July President Review, and Employee Satisfaction Survey.

BOARD OF TRUSTEE HEALTH & DEVELOPMENT: Qualitative and Quantitative Assessment from the Association of Governing Boards or Similar tri-annually, beginning July, 2022. Administrated by the Board Chair and College President.

FACILITIES & INFRASTRUCTURE: Reviewed annually by means of Noel Levitz with Students, and with Staff and Faculty through the Satisfaction Surveys, and External Auditor for Cleanliness, Professionalism, Visual and Spatial Alignment with Mission, Organization, and Proposed Developments.

GRADUATE PLACEMENT & CONTINUING EDUCATION: Statistical Data from the Graduate Employment Assessment and Advancement to Graduate Programs.

1.6 ASSESSMENT ANALYSIS, PLANNING PROCESS & CALENDAR

Prior to 2019, assessment data was gathered largely through the most basic data tools, i.e., the health of yearly enrollment, retention rates, the sustainability of the budget, etc. No formal student satisfaction survey had been utilized. Faculty were assessed by both students and staff, and annual reviews were conducted for each employee. The measuring tools described in the [Assessment Document](#) and referenced here are now in use. Some were implemented for the first time during the 2019-2020, school year, and additional assessments were added during the 2020-2021 school year.

As a smaller, young institution the basic instruments served us well and we continue to see good signs of health. The continued growth and development of the institution and the appropriate transparency and accountability required as a part of the process of accreditation with the ABHE have meant the building of a robust assessment and planning process. We believe the health and long-term quality of the College will be better because of it, and indications from the 2020-21 and 2021-22 school year cycles are generally encouraging.

The updated planning process for NBC-GR will be cyclical and ongoing, repeating a three step process each year: 1. Assessment, taking place during each academic year and culminating in the AIR and SWOT assessments. 2. Proposition of the revised Institutional Improvement Document with Short-Term and Long-Term OFGs as discovered in the AIR and SWOT Assessments and a Proposed Budget to be discussed, amended as necessary, and approved by the Board of Trustees at the October meeting, 3. Implementation of new structures, developed documents, processes, etc., will be evaluated at the fall Board of Trustees meeting.

The data collected from the ongoing assessment process of the College, both internal and external, will be consolidated into an Annual Institutional Report [AIR] document

August 1 – August 4, 2022. The President, in dialogue with the Chair of the Board of Trustees will finalize the revised Institutional Planning Document and Proposed Budget.

August 19, 2022. The AIR will be complete [Friday, 19, 2022]; The tri-annual Presidential review will be completed.

August 21, 2022. The SWOT assessment will be performed by three separate groups prior to this date: 1. The Academic Excellence Committee, 2. A Staff Committee comprised of the President, Academic Dean, Student Care, and Resource Coordinator, Director of Marketing & Recruiting, and Registrar & Finance Coordinator, and 3. Pastoral Committee Comprised of 3-5 Pastors with a vested interest in the institution.

August 22-24, 2022. The President, in dialogue with the Chair of the Board of Trustees and other relevant Trustees and or persons with appropriate expertise, will utilize the AIR and the collated SWOT assessment to create a revised Institutional Planning Document addressing both Short-Term and Long-Term OFG's and any proposed budgetary adjustments to be presented at the October meeting of the Board of Trustees.

August 26, 2022. The AIR will be complete.

October 28, 2022. Board of Trustees Meeting.

A similar schedule was laid out for 2020 and 2021, and the College as able to complete most of the tasks in a timely manner, although there was some interruption in the plan due to the Covid-19 crisis. Additionally, it was determined that the AIR document is not able to be compiled according to the previous timeline and has therefore been adjusted to the mid-August date. This will provide for a greater ability to gather comprehensive, quality data from the entirety of the previous academic year. The same process will be repeated in 2023.

2. INSTITUTIONAL ASSESSMENT

The SWOT assessment results below represent the responses from (1) The Academic Excellence Committee, (2) A Staff Committee as described above, (3) The Noel Levitz Satisfaction Survey, and (4) The Annual Institutional Report. A Pastoral Committee SWOT analysis has not been utilized to date. The schedule was significantly hampered as a result of Campus closings do to Covid-19 and then a presidential transition. We anticipate utilizing this group during our next round of assessments in late August and fall 2022.

2.1 STRENGTHS

*Affordability [Tuition; Scholarship Availability; Potential to Save on Housing].

*Overall Student Satisfaction at 81% for Two Consecutive Years [Compared to Numbers in the 50s for the National Average for Private Schools]

*Genuine Ministry and Mission Focus.

*A Clearly Articulated Vision for Graduates to be Spiritually, Emotionally, and Academically Mature.

*Cost Control [Stability of Affordable Facility; Staff Efficiency; Mission Focus of School].

- *Strong Connection to and Support from Grand Rapids First and Other Local and Semi-Local Churches.
- *Tuition Based Economy [Not Dependent on Endowments or Fund-Raising for Operating Budget].
- *Reputation for Developing Healthy Ministry Leaders and Whole-Person Development
- *Professors with Career-Relevant Experience
- *Pastors and Staff with Genuine Pastoral Concern for Student Body and Genuine Alignment with Mission of the Institution.
- *Developing Reputation of Academic Rigor.
- *The Two-Day Model Continues to Prove Beneficial for Flexibility, Employment, and for Students to Simplify the Organization of their Time.
- *The Leadership of the College at All Levels Enjoys a Very Favorable Relationship with the Networks We Serve.
- *There are Many Examples of Graduates who are Effective, Healthy, and Successful in a Variety of Employments and in the Pursuance of Graduate Degrees.
- *The Integration of the EQ-I Annual Assessment is Helping Students Identify Areas for Growth and Chart their Growth While at Northpoint.
- *Life Groups have Added Significant Help to the Pastoral Care of Our Student Body.
- *The Environment Continues to be Recognized as and Truly is Functioning Like a Growing, Healthy Family.
- *Both in Chapel and in Classrooms as Appropriate, a Genuinely Devotional Spirit is Present.

2.2 WEAKNESSES

- *Lack of Access to Michigan Grants; Michigan Transfer Network.
- *Process of Student Employment Prep and Employment Networking.
- *Recruitment and Retention were both Lower than the Previous Year. It is Difficult to Ascertain the Degree to which the Covid-19 Pandemic Affected these.
- *Need to Continue Pushing Hands-On Classroom Experience & Increasing Quality of Internships.
- *A Few Faculty Need Development in Teaching Skill.
- *Continue to Need Growth in Recruiting a Diverse Student Body and Faculty.
- *Front-door Presentation of the College Could be Enhanced.

*Housing has been Improved with the Movement from Host Families to the Hyatt Relationship. It Remains an Area in Need of Improvement.

*Redundancy of Payment for Contracted Services to the Main Campus.

*Need to Continue to Model for Students Entrepreneurial and Revitalization as Good Options.

*Social Media Presence is Evaluated and Enhanced with Ongoing Assessments.

*The Ability to Predict Fall Enrollment and Create a Reflective Budget.

*Ongoing Library and Academic Resources Development and Student Training.

2.3 OPPORTUNITIES

*Accreditation is Making Good Progress. A COA Visit Scheduled for Fall 2022.

*The Assemblies of God Alliance for Higher Education has Been Optimistic and Helpful in Assisting Us in the Process of Recognition as an A/G Alliance Institution.

*The Assemblies of God has Opened Significant Doors at the District, Regional, and National Level for Us to Tell Our Story.

*The Two Newer Minors, Psychology and Worship, Show Real Potential for Meaningful and Healthy Growth.

*Significant Opportunity to Build Quality Intern Partner Relations with Impactful Ministries, Missional Christian Counseling and Care Agencies, etc.

*There is Significant Room for Growth in Non-Affiliated Pentecostal and Charismatic Groups as well as in Racially Diverse Communities. The Fit is Good.

*At Present, we are Seeing the Academic Ability and Test Scores of Applicants Rise.

*The College's Incorporation with the State of Michigan in February 2020 and the Full Functioning of the Board of Trustees gives the Board the Opportunity to Bring Wisdom, Insight, and Experience and to Exert Mission and Vision Driven Focus on the Development of the College.

*The State of Michigan has Opened up the Possibility of Involvement in their Dual Enrollment Program. Tri-Unity Christian School has Approached us About a Possible Partnership.

*Green Light Received to Add Design Features to the Facility that Meaningfully Carries forward the Mission and Vision of the College, i.e., Graphics, Installations, etc.

*The Coronavirus Pandemic has Called our Attention to an Opportunity to Provide Services to More Students through a Virtual Attendance Option.

2.4 THREATS

*Ongoing Need to Address Concerns related to Regional Accreditation.

*The Financial Viability of the Main Campus and Potential Strategies Should there be Closure.

*Complications Due to the Cultural Changes from Coronavirus could Threaten the College's Enrollment and Viability. A Resurgence of Coronavirus could Inhibit Growth and the Sense of Community at the College.

*Long-term Housing is a Significant Issue. The Need to Develop a Model that Minimizes Financial Exposure while also Carrying forward the Mission of Cost-Effectiveness Needs to be Addressed.

*The Possibility of a Loss of Culture as the College Continues to Grow and Take on Programs not Directly Church-based.

*Even the Most Qualified Students Continue to Arrive at College with Less Emotional Resiliency and More Need for Care, both Emotional and Ethical [Specifically Sexual].

*At Present, the Person Overseeing the Worship Minor is not Credentialed with the Assemblies of God, though He will begin that Process. We would Highly Prefer it and it Seems to be Required by the A/G Alliance for Higher Ed [though those standards are under review]. No Psychology Coordinator is in Place Yet. We may Run into the Same Issue.

*There will be a Need to Develop a Mission-Sensitive Policy for Evaluating Tuition. Inflation has Resulted in Significant Cost Increases. Staff Compensation Needs to be Addressed in Relation to This. Finding a Rhythm that is Consistent with the Mission and Sensitive to the Institution's Needs will become Critical.

2.5 ASSESSMENT CONCLUSIONS

In short, the student body of Northpoint Bible College - GR are benefiting from the ongoing affordability and financial stability of the institution. The mission and cultural expectations of the community are clearly defined, understood, and embraced by the staff, faculty, and student body. Academic excellence and a pastorally minded staff with a generally healthy combination of practical experience and academic ability layered on top of that culture have led to what will this year be ten graduating classes of ministry leaders who display a high degree of health, academic and practical ability, and passion for the mission of Jesus.

We expect to see those strengths continue to grow as we invest intentionally in areas determined to be potential weaknesses and threats. These include ongoing faculty development and tightening of program outcomes and their execution in the classroom; a growing diversity in staff, faculty, and student body; development challenges in terms of the relationship of the College to the State of Michigan's systems of assistance; and a fairly significant need to address housing before it becomes a very real "lid" for the College's growth. Also of significant and potentially serious impact is the possibility of the main campus facing a situation where financial viability is called into question. While we certainly hope this does not become the case, a declining enrollment, excess of facility, and other challenges force us to have this concern on our radar.

As the College continues to move through the accreditation process and utilize the invaluable counsel of its Board of Trustees, we fully expect to be able to build on our existing strengths, take advantage of the significant opportunities in front of us, and address the need for growth and

for taking meaningful steps against potential institutional threats. The trajectory is good. The culture and team are healthy. The budget is not sustainable with the ongoing cost of the accreditation process, alongside the cost of accreditation as an extension campus. We truly believe the best days for Northpoint Bible College – GR is ahead of us.

3. SHORT-TERM OPPORTUNITY FOR GROWTH PLANS

Below, the strengths, weaknesses, opportunities, and threats identified through the SWOT Assessment of the Annual Institutional Report are treated as two types of opportunities for growth [OFGs], i.e., short-term and long-term. Short-Term OFGs require a simple change in policy, shift or provision of resource, or similar action that can be easily accomplished without significant investment of time or resources. A Long-Term OFG is one that requires a more complex response or a significant investment of time or resources. It may require additional research or information, meetings to develop a strategy or solution, or a complex solution involving more than one department or a significant policy change, etc. Each will identify the OFG, the action steps to be taken, the required resources, the person or persons responsible, a proposed timeline, and the anticipated result or outcome of the action steps.

3.1 SHORT-TERM OFG: LONG-TERM TUITION ADJUSTMENT STRATEGY

(A mission-sensitive regular method for addressing tuition adjustments)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
<p>*Assess the need, comparable College tuition increases, and average true inflation increases expected.</p> <p>*Create multiple scenarios and make formal suggestion</p> <p>*Make recommendations to the Board of Trustees for further Discussion, Investigation, or a Vote</p>	<p>Data for step one.</p> <p>Expense cost to operate between the ceiling/floor [cost effective to students/financial provisions to staff and faculty].</p>	<p>College President</p>	<p>Assessments and Proposals to be included in the Board of Trustee Packet and Discussed and Potentially Voted on in the October 2022 Board of Trustee Meeting.</p> <p>The budget projections will reflect the expected outcomes of the ABHE on-site interview process.</p>	<p>We anticipate being able to continue operating in a tension between financial sustainability and affordability for our students using this method. This is described as maintaining at least a student indebtedness less than half that of the national average and operating with a balanced budget.</p> <p>Last year, our average student indebtedness at graduation was \$9,230 [See AIR</p>

				<p>1.1] and the Noel Levitz survey showed us at a satisfaction of 6.8/7.0 on affordability. Equally [See 1.3] our annual budget, cash balance, and audit shows us to be in solid economic condition with no debt of any kind, a balanced budget, and cash on hand.</p> <p>Accreditation will allow us to maintain a sustainable, balanced budget.</p>
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3.2 SHORT-TERM OFG: MICHIGAN GRANTS AND TRANSFER NETWORK

(Lack of access to Michigan grants; Michigan Transfer Network)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
*Continue to work with relevant agencies, build relationships with other schools that have experience working with the State of MI [e.g., Kuyper]	n/a	Academic Dean	Summer 2023	The Academic Dean has continued to move this process forward. However, at present we are stalled in the process until we reach accreditation. At that point, we have every anticipation that we will be able

				<p>to participate in the network. This will add substantial value to our students and we believe help increase enrollment as well.</p> <p>Transferability is a question that arises on a regular basis.</p> <p>A meeting with Kuyper is on the schedule.</p>
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3.3 SHORT-TERM OFG: FACULTY ASSESSMENT AND DEVELOPMENT

(Increase the percentage of well-rounded, qualified, experienced faculty who reflect Northpoint culture)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
<p>*Use Faculty Assessments and Staff Assessment of Alignment with Institutional Mission and Culture to Replace 1 or 2 Faculty Members Per Year</p> <p>*Continue to adjust Staff Faculty Assessment Document to Reflect this Evaluation Process</p>	n/a	Academic Dean / College President	A new, mission specific assessment was introduced in 2020/21 which undergoes annual use and review.	<p>*We currently have a very good reputation for our faculty. Our assessment in 2020/21 helped us identify two professors who were inconsistent with our mission and therefore were not offered new contracts.</p> <p>Vacancies at the end of 2021/22 provided opportunities to hire potentially outstanding</p>

				<p>teachers in the psych minor.</p> <p>At present our Noel Levitz survey results show a solid result and above our self-imposed standard of 6.0 or higher. We are at a 6.08. However, our students ranked it in importance as a 6.80. Future survey data will help us assess whether our updated faculty assessment and willingness to not renew faculty who are under-performing yields us a better result.</p>
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3.4 SHORT-TERM OFG: STUDENT EMPLOYMENT AND RESOURCES

(Development of resources / best practice to both present employment opportunities to students and graduates and to prepare them for interviews, etc.)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
<p>*Evaluation of Future’s Day</p> <p>*Continued Improvement of the Student and Alumni Job Portal.</p> <p>*Build a reputation with</p>	TBD	Recruiting and Marketing Director and the Executive Assistant	<p>*Yearly Future’s Day Evaluations</p> <p>*Hold credentialing interviews in the spring of 2023</p>	*Streamlined ability to facilitate employment opportunities for students via a student employment portal that serves the needs of

<p>the Assemblies of God Michigan Network as a place to search for future ministry candidates.</p> <p>*Repeat on campus credentialing with the Assemblies of God Michigan Network for graduating seniors.</p>				<p>students and alumni.</p> <p>*Availability of appropriate resources to prepare students for application prep, interview prep, resources for connecting to opportunities, assessing the health of situations, etc.</p> <p>*Accurate and up to date information on pursuing credentials with the A/G</p> <p>*Continued development of natural pipeline with network fellowship. Spring 2022 was very successful with 9 students receiving credentials.</p>
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3.5 SHORT-TERM OFG: INTERN PARTNERSHIPS

(Quality intern partnerships need to be developed, promoted, and assessed)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
<p>*Criteria for Intern Partnerships Developed</p> <p>*Develop 3-5 Genuinely</p>	<p>n/a</p>	<p>President</p>	<p>Develop and Implement Summer 2023</p>	<p>*Increase in the hands-on quality experience of our students.</p> <p>*Incentivize quality</p>

<p>Aligned, Conforming Partnerships for Each Minor, Including Liaisons, etc.</p> <p>*Web Promotion on Appropriate Areas</p>				<p>ministries to direct students to Northpoint. Results from the student evaluations of intern supervisors are forthcoming and will help identify solid partners.</p> <p>*From a recruiting standpoint, it allows us to showcase the quality partnership opportunities we provide.</p> <p>*Resume experience and references for student interns in their future job search.</p>
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3.6 SHORT-TERM OFG: ASSEMBLIES OF GOD ALLIANCE

(Affiliation with the Assemblies of God Alliance for Higher Education)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
<p>Continue Pursuit of official affiliation with the Assemblies of God Alliance for Higher Education</p>	<p>n/a</p>	<p>Academic Dean/ President</p>	<p>Pending ABHE accreditation, we will move forward with Assemblies of God Alliance for Higher Education acceptance.</p>	<p>We have been working in close communication with Dr. Paul Alexander all along as we developed documents and structures to ensure compliance. Our application will</p>

				be presented to the Board of the A/G Alliance before this year's end. We anticipate being able to move seamlessly to affiliation when we move to accreditation with the ABHE as an independent institution.
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3.7 SHORT-TERM OFG: DUAL ENROLLMENT AUTHORIZATION

(Approval by the State of Michigan for dual-enrollment)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
The State has recommended that once incorporation documents are approved by the State of Michigan, we apply and they are optimistic approval will be awarded	n/a	Academic Dean	March 2023	Approval from the State of Michigan to partner with local Christian High Schools to offer General Education courses for college credit, compensated by the State of Michigan.

3.8 SHORT-TERM OFG: ENROLLMENT PREDICTION AND BUDGETING

(Better ability to predict fall enrollment to assist with budgeting process)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
Move to a very conservative base budget with triggers built in for income	n/a	President / Board Chair In Cooperation with the Finance Coordinator	Two budgets have been crafted to potentially reflect the	This will assist us in fulfilling our mission of cost-effective education while

<p>above the base budget based on priorities.</p> <p>These prepared cooperatively between the Board Chair, President to be presented at the June 2023 Board Meeting</p>			<p>decision of the ABHE towards accreditation. Budget will be voted on in the June 2023 Board of Trustees' meeting.</p>	<p>maintaining financial stability for the institution.</p>
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4. LONG-TERM OPPORTUNITY FOR GROWTH PLANS

A Long-Term OFG is one that requires a more complex response or a significant investment of time or resources. It may require additional research or information, meetings to develop a strategy or solution, or a complex solution involving more than one department or a significant policy change, etc. Each will identify the OFG, the action steps to be taken, the required resources, the person or persons responsible, a proposed timeline, and the anticipated result or outcome of the action steps.

4.1 LONG-TERM OFG: RECRUITMENT AND RETENTION FROM STRENGTHS

(Long-term plan to harness the unique strengths of the institution to increase recruitment and retention, including an increase in diversity)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
Per the objectives established in the AIR Document, Section 1.2, we will be working this year toward the goals of having 50 unique youth group or Christian School visits [on their campus]; 15 individual or small group campus visits on our campus aside from Discover Day, Discover Day with 250+ in attendance total, and equip 10 or more students as recruiting representatives.	Primarily personnel. The Director of Marketing and Recruiting, in conjunction with the Student Admissions Representative and the Recruiting Coordinator are responsible for these objectives.	Recruitment Coordinator	Strategic Planning and Review, Fall 2023.	<p>*Movement toward the long-term goal of full enrollment for all three programs at the Freshman level by Fall, 2024. Ways of telling the financial, educational, spiritual, professional, and whole-person health success stories of Northpoint via the website and social media.</p> <p>*Movement toward the goal of increased diversity in the student population.</p>

Additionally, we have implemented [See the AIR 1.2b] a process of reviewing the effectiveness of our Website and Social Media presence each year with concrete criteria.				
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4.2 LONG-TERM OFG: FACILITY DEVELOPMENT

(Development of a facility improvement plan consistent with the mission of the College both fiscally and in effect)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
Develop a 3–5 year facility improvement program to include assessment of the main entrance, development of additional office space, worship / practice spaces, aesthetic consistency with mission, development of library with appropriate budgets, etc.	Achieved through Annual Walk-Through Assessments	President	Assessed Summer 2022. Plan presented at June 2023 Board Meeting	The continued development of a mission-consistent facility that speaks to the quality, mission, and efficiency of the institution.

4.3 LONG-TERM OFG: HOUSING DEVELOPMENT

(Long-term plan to solve the housing issue, which will ultimately become a lid for us if not addressed)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
<p>*Present Preferred Criteria at the June 2023 Board of Trustees Meeting, i.e., the Important Considerations</p> <p>*Board of Trustee Research and Prepare Brainstorming / Research Data for Fall, 2023 Board Meeting</p>		<p>Pres. Roberts / Board of Trustees</p>	<p>It would be highly desirable to have a plan of action decided on by the Board of Trustees by the fall of 2023.</p>	<p>Per the AIR, Section 1.4b, we are currently offering housing to less than 10 students via our arrangement with Hyatt. However, 20 students requested housing assistance.</p> <p>We hope to be able to create a plan to implement a housing structure that:</p> <ol style="list-style-type: none"> 1. Facilitates our two-day schedule 2. Is affordable for students 3. Is a limited liability for the College 4. Ideally, presents well to students and parents 5. Is either conveniently or strategically

				<p>located</p> <p>6. Has flexibility built into it the model for schedule and number of students</p> <p>7. Can potentially be monetized or self-sufficient in some way.</p>
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4.4 LONG-TERM OFG: CYCLICAL DEGREE OUTCOME, CONCRETIZATION, AND CURRICULUM REVIEW

(Long-term plan to concretize specific learning, skills, and development outcomes for each program of study combined with a systematic and regular review of each program’s entire curriculum and assessment structure to ensure objectives are met)

Action Steps	Resources Required	Person(s) Responsible	Timeline	Anticipated Result
<p>*Consulting Meetings with Academic Excellence Committee regarding the Ministry Leadership Degree / Psychology Minor / Worship Minor Degrees to Review and Update Programs</p> <p>*Academic Dean initiate development of a Psych Minor Exit Examination and</p>	n/a	Academic Dean with Academic Excellence Committee	<p>Academic Excellence Committee informed of review in August 2022. Program review complete (including graduate degree concentration review) by October meeting 2023.</p> <p>Psych Exit Exam in place for spring 2023 graduates.</p> <p>Discuss Strategic Assessment</p>	<p>*Mechanism to ensure we are graduating students with skills and not just grades</p> <p>*Mechanism to ensure we are assessing actual concrete outcomes inside of a class structure.</p> <p>*Increased ability for students to grow in true hands-on ability.</p>

<p>Review Bible and Theology Exam Policies in Relation to Graduation.</p> <p>*Review of the Graduate Program to assess where present needs are for relevant concentrations.</p> <p>*Scores overall for course projects and internships are good, but teachers should be cautioned against grade inflation and reminded to focus on the primary course objectives.</p>			<p>Courses and objectives at August 2022 Faculty Development Day. Promote focusing on key objectives in teaching.</p>	<p>*Courses and degrees that more are relevant to ministry needs today.</p> <p>*Strengthen and maintain a rigorous curriculum by moderating grade inflation through better rubrics.</p>
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5. CONCLUSION

Over the past twelve years Northpoint Bible College - GR has been able to see significant development and growth through strategic partnerships, clarity of vision, and the employment of capable personnel. The growth is reflected in an overall increase in the number of students, in the quality of enrolling students, in the diversity of offerings, addition of staff, and the development of the facilities.

Over the next four years, we have well-defined objectives we are moving toward and believe the accompanying plan will help us to continue that movement forward. We are working as an institution to:

1. Achieve accredited status with the ABHE (by the fall of 2023).
2. Have developed significant enough enrollment pathways that our current three programs will have achieved the optimal 25 per program number for an incoming class of 75 highly qualified students.
3. Have in place and working well culturally-matched, curated intern partnerships for our students in all areas of study.
4. Have developed our facilities in a way that facilitates all our programs with excellence and reflects our mission and vision
5. Have developed our staff and faculty, both in terms of adding and training, so that we know the culture and values are being implemented across the board and workloads are appropriate to the kind of family life we value and espouse as a missional institution.
6. We will have a concrete plan in motion to solve the long-term housing issue in a way that minimizes the financial exposure and risk to the institution.

I believe the assessments have highlighted areas, both short-term and long-term that are opportunities for growth that, if addressed, will help move us toward those objectives in a way that is focused and efficient.

We are looking forward to the upcoming processes of implementation, budgeting, further assessment, and counsel and feedback from the ABHE that will allow us to continue to increase our capacity to faithfully fulfill our mission. We have a great team, a healthy body of students, and a model we believe is offering a legitimate need in the Christian education space. The future is looking good!