



NORTHWEST
NAZARENE
UNIVERSITY

Year One Self-Evaluation Report

Nampa, Idaho • September 1, 2017

Prepared for the Northwest Commission on Colleges and Universities



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**Northwest Nazarene University
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Institutional Overview

Established in 1913, Northwest Nazarene University (NNU) is a nonprofit comprehensive Christian university founded upon a liberal arts philosophy of education. The campus is situated on 90 acres in Nampa, the third largest city in Idaho with nearly 90,000 residents, and is located 20 miles west of Boise, the state capital. NNU maintains a strong, mutually beneficial and positive relationship with the city of Nampa. The campus, with its 33 buildings, has been carefully planned for maximum use and development. In addition to the Nampa campus, NNU offers face-to-face graduate programs in Idaho Falls (Social Work) and Twin Falls, Idaho (Counselor Education). Programs offered by the University vary from traditional programs to accelerated delivery adult and professional programs and graduate programs, from face-to-face to fully online programs.

As one of eight regional colleges and universities in the United States affiliated with the Church of the Nazarene, NNU is the University for the Northwest Region, which includes Idaho, Oregon, Washington, Alaska, Montana, Wyoming, Colorado, Utah, and parts of Nevada. Approximately 35% of NNU undergraduate students claim “Nazarene” as their church background and the other 65% belong to a variety of different Christian denominations, other religions, or indicate no religious affiliation. While a majority of undergraduate students come from the Northwest Region, students from 23 states and 18 countries attend NNU. Graduate programs include students from 12 different countries and over 30 states. In fall 2017, NNU is anticipating approximately 50 students from outside the United States.

NNU’s fall 2016 enrollment of 2,053 students included 1,329 undergraduate students (1,127 traditional and 202 non-traditional) and 724 graduate students. In addition, continuing education enrolled 6,878 students and course of study (ministerial credentials) enrolled 177 students for a grand total of 9,108 students served by the University. Excluding the continuing education and course of study students, this represented a slight increase compared to the fall 2015 enrollment of 2,035, which include 1,323 undergraduate students (1140 traditional and 183 non-traditional) and 712 graduate students. Over the past three years, undergraduate and graduate enrollment has remained relatively stable with an enrollment average of 1,328 undergraduate students (1,137 traditional and 191 non-traditional) and 721 graduate students.

NNU is primarily a residential campus with 74% of our eligible traditional undergraduate students living in campus housing and many others living in close proximity to the campus. The undergraduate student population, which is 58% women, is predominantly white, non-Hispanic/Latino; however, the number of Hispanic/Latino and Asian students on campus has increased in recent years and represents approximately 11% of the student population. Over 80% of our graduate students are white, with 7% reporting as Hispanic/Latino. Gender percentages in the graduate programs are similar to the percentages in the undergraduate population with 62% of graduate students being female.

NNU employs 118 faculty members, including 107 teaching faculty. Of the 107 teaching faculty, 74 (69%) hold the highest degree in their fields and an additional nine faculty members are enrolled in doctoral or MFA programs. The University moved to a rank and tenure process in 2008-09. Currently, 34 (32%) faculty members have Full Professor status, 31 (29%) faculty members have Associate Professor status, 40 (37%) faculty members have Assistant Professor status, and 2 (2%) faculty members have the rank of Instructor/Lecturer. Presently, 52 (48%) faculty members are tenured, 49 (46%) are non-tenured tenure-track, and 6 (6%) faculty members are non-tenured track. The average class size is 17:1 for traditional undergraduate courses, 10:1 for adult program courses, and 11:1 for graduate courses.

The academic structure of the University is organized into two colleges: the College of Arts and Sciences and the College of Adult and Graduate Studies. Through these colleges, NNU offers programs leading to 14 degrees (AA, BA, BS, BSN, MA, MDiv, MBA, MEd, MS, MSN, MSW, EdS, EdD, and PhD). Undergraduate degrees include 40 majors covering more than 60 areas of study. Graduate degrees include 24 areas of emphasis in six departments: business, counseling, education, nursing, social work, and theology. NNU also offers concurrent credit for high school students and a variety of continuing education credits.

NNU is largely tuition-dependent with tuition and fees representing approximately 67% of its annual revenues. Approximately 10% of the University's annual revenue is derived from gifts, which includes unrestricted contributions from the Nazarene churches located in the Northwest Region (about one half of the typical total unrestricted giving). The remaining balance of revenue comes from auxiliary enterprises (bookstore, food service, residential life, etc.), investment income, and other miscellaneous revenue. The 2016-17 operating budget for NNU was \$39.2 million. The University's total endowment is approximately \$54 million, which includes over \$22 million of quasi-endowed funds.

Since 2012, NNU has been the recipient of a wide variety of grants totaling nearly \$15 million. The largest of these include a \$5.67 million grant from the J.A. and Kathryn Albertson Foundation in 2012 to create the Doceō Center for Innovation in Teaching and Learning and fund a portion of the construction of the Leah Peterson Learning Commons, and a \$2.25 million Title III grant from the U.S. Department of Education in 2013 to create academic access for rural or disadvantaged students and boost enrollment by expanding online instruction. Additional institutional grants have been funded by the Department of Health and Welfare, Idaho Department of Transportation, Bureau of Land Management, M. J. Murdock Charitable Trust, Idaho Department of Agriculture, National Institutes of Health (NIH), Biologos Foundation, and Templeton Foundation, among many other local private foundations supporting various capital requests and annual scholarship support. Faculty members regularly receive research grants from the Idea Network of Biomedical Research Excellence (INBRE), National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), Idaho Space Grant Consortium, and other federal agencies.

From a robust vision for campus growth to a clear mission of student transformation, NNU is always striving to be a vital contributor to the local community, the church, and the world. NNU has been recognized by a number of organizations for its quality programs, faculty, and services. In fall 2016, NNU was again named one of the top universities in the West in *U.S. News & World Report's 2017 Best Colleges* ranking. In 2017, NNU was also named again as one of the best colleges in the West according to *The Princeton Review*. Colleges of Distinction, an organization that assesses schools using the four distinctions: student engagement, quality of teaching, vibrancy of the college community, and success of graduates, has also honored NNU as a 2017 “College of Distinction” and a “Christian College of Distinction” as NNU was found to excel in all four areas.

See growing.nnu.edu/accolades for a list of other groups recognizing NNU in a number of areas for providing a quality education.

Additional information about the institution may be found at www.nnu.edu/about.

Preface

Institutional Changes since the Year Seven Report in 2016

Governance

During spring and summer 2017, the seven northwest regional districts of the Church of the Nazarene ratified an amendment (previously passed by the Board of Trustees) to the NNU Articles of Incorporation that revised how members of the Board of Trustees are elected. Historically, the 40-member board consisted of 38 members elected by the districts. In the new structure, 33 members will be elected by the districts, while five at-large trustees will be elected by the sitting Board of Trustees. The university president and alumni representative will continue to serve on the board as ex officio members. This new structure will be phased in over the next three years. The primary rationale for this change is to ensure that the board has the ability to select at-large trustees to address any needed areas of expertise on the board.

This past year, the Board of Trustees' Board Development Committee completed a full review of the Board of Trustees committee structure. A new committee structure, which aligns with the reorganization of the President's Cabinet, was proposed to the Board of Trustees Executive Committee during their August 2017 meeting. The entire Board of Trustees will review this new committee structure during their October 2017 meeting.

In 2015, the Board Chair appointed the Shared Governance Task Force made up of six faculty members and six trustees to develop clarity on shared governance, tenure, and academic freedom. The work of this task force related to academic freedom and university layoff provisions is nearing completion. Proposals to amend both the Board Policy Manual and Faculty Policy Manual will be reviewed this fall and considered for adoption at the October 2017 Board of Trustees meeting.

Leadership

At the spring 2017 Board of Trustees meeting, the board approved a recommendation to restructure the executive team (President's Cabinet), reducing the number of vice presidents from six to four. As a part of the restructure, the vice president for enrollment and marketing and the vice president for spiritual and leadership development positions were eliminated and the vice president for university advancement position was renamed to vice president for external relations and expanded to include oversight of enrollment, marketing, public relations, alumni, and advancement. In addition, the Office of University Mission and Ministry was created, and athletics was moved from a direct report to the president and now reports to the vice president for student life. Along with the president and four vice presidents, the executive director of the Office of University Mission and Ministry also serves as a member of the President's Cabinet.

In recent months, the University has experienced transitions in several of the vice president and dean positions. Mark Wheeler, who previously served as the University's associate vice president of advancement, was named vice president for external relations in May 2017. Prior to returning to NNU in 2012, Mr. Wheeler served as vice president for advancement for an international faith-based non-profit organization. The vice president for university advancement position had been open since Joel Pearsall, who previously served in that role, accepted the interim president position in May 2015. Following the anticipated retirement and unexpected death of Dr. Ed Robinson, our acting interim vice president for academic affairs, Dr. Brad Kurtz-Shaw was hired in May 2017 to serve as vice president for academic affairs beginning July 2017. Dr. Kurtz-Shaw brings a wealth of experience to this position, having previously served as a dean and vice president for academic affairs at Greenville University. A search is currently underway to fill the vice president for finance and operations position, which was vacated when

David Tarrant left this summer to take a similar position at Belhaven University. A new vice president is expected to be named in September 2017. Following the June 2017 resignation of Dr. Paula Kellerer, who accepted the Nampa School District Superintendent position, Dr. Michael Pitts was named interim dean of the College of Adult and Graduate Studies. Dr. Pitts served previously as the chair of the graduate counseling program. Also in June, Dr. Duane Slemmer was named interim dean of academic services, filling the vacancy left by the retirement of Dr. Sharon Bull. Dr. Slemmer most recently served as the chair of the undergraduate education department.

Long-range Planning

NNU continues to be guided by a highly participatory long-range planning process that was initiated over 21 years ago and is based on the development of a series of three-year strategic plans. These strategic plans provide an ongoing template for planning, action, and assessment of mission fulfillment. Each plan is embedded with a series of priorities and initiatives that are reviewed by administrators and the Board of Trustees on an annual basis.

Following the pattern used in previous cycles, the Board of Trustees conducted its triennial strategic planning retreat in August 2016. Included in this retreat were faculty representatives to the Board of Trustees, as well as staff representatives and members of the President's Cabinet. This retreat initiated the development of the strategic plan for the next three-year cycle that will guide the University from 2017-2020. Throughout the 2016-17 school year, the Board of Trustees, faculty, staff, the Alumni Board, and the NNU Foundation, Inc. Board of Directors reviewed drafts of the strategic plan. Each of these constituencies were asked to provide feedback concerning the strategic themes and initiatives and contributed to the 2017-20 Strategic Themes and Initiatives document that will be adopted at the October 2017 Board of Trustees meeting.

While not yet officially adopted, the current draft of the 2017-20 Strategic Plan includes the following themes and initiatives. Within the plan, specific tactics have been identified for each initiative and are assigned to various administrative sectors and offices to provide oversight in accomplishing the established goals.

- Improve University Culture
 - Foster a healthy culture within the campus community through a clear understanding of the University's identity, mission, and vision
 - Establish a pervasive system of shared governance
 - Enhance professional development programs for all employees
- Focus and Enhance Curricular and Co-Curricular Programs
 - Enrich the quality of teaching and learning in all modalities
 - Enhance the integration of Christian faith and discipleship in all curricular and co-curricular undergraduate and graduate programs/offerings
 - Enhance the partnership between student life and academics in the offering of co-curricular educational opportunities focusing on the whole person
- Achieve a Sustainable Operational Model
 - Establish a culture of stewardship by strategically allocating resources and prioritizing ongoing infrastructure needs in such a way that produces a 3-4% Net Income Ratio each year
 - Establish and nurture strategic partnerships between the University and external constituencies
 - Successfully complete the *Century Two* fund raising campaign

Facilities

The University is in the final planning stages for construction of a new student commons building on the south side of the campus quad. This building will replace the current student center and will house the student life offices, student government, admissions welcome center, office of university mission and ministry, career center, and campus dining services. The building will also feature multi-use events space, conference meeting spaces, and student gathering spaces. The estimated cost for the project is \$16.5 million (\$15 million for construction and \$1.5 million for building endowment per board policy). Fund raising for the project has gone public and the University has currently raised \$14.9 million. It is anticipated that construction will likely begin sometime in 2018, once funding or commitments for the entire amount of the project have been received. The estimated construction timeline for the project is 18-20 months.

In preparation for construction of the student commons building, the University completed infrastructure work during summer 2017. To make room for the building, Elmore Hall, which had previously housed the history and political science department, was razed. Occupants of Elmore Hall were relocated to an adjacent building following the end of the spring 2017 semester.

Finance

The university finished 2016-17 over \$900,000 more favorable than the prior fiscal year on an Unrestricted Statement of Activities basis. This was largely due to efforts made by the entire campus community to re-evaluate spending, including making adjustments to the employees' benefits package that reflected a decrease in the 403(b) match, modification of the employee tuition remission benefit, and passing on to employees a small portion of health insurance increases. These changes resulted in more than \$2.5 million improvement in the fiscal results from operations in the 2016-17 fiscal year compared to the 2015-16 fiscal year; this is a true representation of operational efforts and improvements, as it does not include one-time unrestricted gifts from either fiscal year. The institution will continue to work on both revenue and expenses to move to a goal of a 3-4% Net Income Ratio over several years. To help accomplish this, several open personnel positions will not be filled this year, and responsibilities from those positions will be shifted to other existing positions.

To take a longer view of the revenue, expense, surplus, and cash balance of the University and monitor the cause and effect of budget decisions over time, this past year the Board of Trustees adopted a two-year rolling budget. Revenue and expense will now be forecast on a two-year rolling basis with the first year budget in a detailed format and the second year budget in a high-level format that ties to the implementation of the strategic plan. As a result, in spring 2017, the Board of Trustees adopted the 2017-18 operational budget, while also adopting the 2018-19 high-level budget.

As a part of the effort to realize a balanced budget, during 2016, the institution conducted a comprehensive internal assessment of all academic and non-academic departments, offices, and centers. In December 2016, the two committees that provided oversight for this process submitted their final reports to the President's Cabinet for their review and dissemination. The Cabinet developed a series of action steps intended to operationalize the conclusions in the reports, which were divided into three time frames: steps to be implemented by June 30, 2017, steps to be implemented by December 31, 2017, and steps to be implemented by June 30, 2018. This work, in addition to the ongoing work conducted in monthly university-wide budget managers meetings, has allowed the University to make considerable progress toward realizing its financial goals.

Response to 2016 Recommendations

NNU received five recommendations following the Year Seven Self-Evaluation Review, which are listed below. The NWCCU has asked the University to address progress made related to recommendations 1, 2, 4, and 5 in a separate ad hoc report, which is submitted separately along with this report.

Recommendation One

The Evaluation Committee recommends that as the institution works to clarify governance policies, roles, and responsibilities it pay attention to developing an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities and that its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest (Standard 2.A.1).

Recommendation Two

The Evaluation Committee is concerned as to the sufficiency of cash flows and associated unrestricted reserves, among other factors, to support NNU's program and services. The committee recommends that the institution complete the process it has initiated to analyze meaningful data (including financial data) and utilize the data and input to inform strategic planning and institutional decision-making in order to effectively sustain the mission (Standards 2.F1-2, 3.A, 5A).

Recommendation Three

The Evaluation Committee recommends that the institution implement the newly developed General Education assessment plan in order to assess student learning outcomes for those programs and utilize said assessment for continuous improvement (Standard 2.C.10).

Recommendation Four

Although the University publishes its human resource policies and procedures, conditions of employment, rights and responsibilities, and procedures regarding Title IX, it was clear in interviews with faculty and staff and surveys provided by the institution that there is confusion regarding the policies. The Evaluation Committee recommends that the University engage in an educational effort to ensure transparency in all human resource policies (Standard 2.F.1).

Recommendation Five

The Evaluation Committee recommends that the University address efforts to ensure that principles of academic freedom are well understood and accepted at its campus (Standard 2.A.27 and 2.A.28).



Standard 1: Mission and Core Themes

Executive Summary of Eligibility Requirements 2 – 3

The following is a brief summary of how NNU meets the Commission’s eligibility requirements two and three.

Authority (2)

NNU is authorized by the State of Idaho to grant degrees and has formal authority from its Board of Trustees representing its sponsoring organization, the Church of the Nazarene, to offer educational programs and grant degrees.

Mission and Core Themes (3)

The most recent revision of the NNU mission statement occurred during the 2009-10 year. Under the leadership of then-President David Alexander, the Board of Trustees, NNU Foundation, Inc. Board of Directors, faculty, and administration participated in a series of activities that asked them to revisit the University’s point of origin and reexamine the values and statements that have shaped the institution since its inception. The faculty was asked to contribute their ideas, priorities, and perspectives regarding the key components of NNU’s mission and values as a part of the fall faculty workshop in August 2009. Several months later, the Board of Trustees and NNU Foundation, Inc. Board of Directors went through the same exercise offering their input as to what should be considered in crafting an NNU mission and values statement to serve the next generation. In December 2009, a small group of faculty and trustees met to collate and compress all of the ideas offered by these two bodies. A new NNU Mission, Identity, Foundation, and Values statement was created by this group and shared with select faculty and President’s Cabinet members for their input and suggestions. Following additional revisions, a larger cross section of faculty members was asked to review the document and offer suggestions to refine its style and content. This resulted in the final draft of the NNU mission, identity, foundation, and values statements that were reviewed and approved by the Board of Trustees in March 2010.

As a part of the most recent 2017-2020 strategic planning process, President Joel Pearsall initiated a comprehensive evaluation and review of the NNU mission, identity, foundation, and values statements that have guided the University since March 2010. Throughout the 2016-17 school year, faculty, staff, the Alumni Board, and the NNU Foundation, Inc. Board of Directors provided input and feedback that was reviewed at the fall 2016 and spring 2017 Board of Trustees meetings. Currently, the proposed changes include retaining the existing mission statement with no changes; however, the vision statement has been revised to more clearly express the vision of the University. The identity and foundation statements will be replaced by a “Context for Mission” element, which has been added primarily for

internal use. The four core values of transformation, truth, community, and service will also remain unchanged. It is anticipated that the final iteration of the mission, vision, and context for mission statements will be approved at the October 2017 Board of Trustees meeting.

As articulated in the mission statement, NNU exists to promote the transformation of students. All of its resources—financial, physical, and personnel—are used to support its primary mission and goal of educating and transforming students.



1.A.1 Mission, Context for Mission, Vision, and Values

Mission

The mission of Northwest Nazarene University is the transformation of the whole person. Centered in Jesus Christ, the NNU education instills habits of heart, soul, mind, and strength to enable each student to become God’s creative and redemptive agent in the world.

Context for Mission (as currently proposed)

Founded in 1913, NNU is a Christian university of the liberal arts, professional programs, and graduate studies. The University is grounded in the Wesleyan-Holiness tradition and is in partnership with the Church of the Nazarene, which emphasizes the biblical doctrines of perfect love and Christian holiness.

Vision (as currently proposed)

Northwest Nazarene University strives to be a vibrant educational community that integrates and reflects Christian faith in all that it does. The University seeks to provide nationally recognized programs distinguished by graduates who are academically prepared, spiritually grounded, service-minded, globally engaged, and vocationally successful.

Values/Core Themes

1. Transformation—We believe education fosters transformation. NNU engages and affects all domains of life—intellectual, social, physical and spiritual—thereby advancing the transformation of the individual, the church, and the world.
2. Truth—We believe education pursues truth. NNU explores knowledge, the wonder of God’s creative activity, the story of human civilization, and the achievements in the arts, sciences, and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.
3. Community—We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges, and encourages each other through intellectual and spiritual practices. Within covenantal relationships, we express our love for God and others.
4. Service—We believe education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

1.A.1 Mission Fulfillment

The mission of NNU—transformation of the whole person—is a difficult thing to measure. At NNU, we believe that experiences shape a life and transform it, from one kind of life into another kind. While the institution cannot guarantee a particular kind or degree of transformation, we aim to provide the kind of experiences for each student that will offer opportunities for genuine intellectual, social, physical, and spiritual development. Therefore, one measure of the institution’s successful fulfillment of its mission will be in the number and variety of transformational experiences provided for the students, and the extent to which the students report that these experiences impact them.

The institution’s mission is fulfilled in the lives of each student as they build habits of the heart, soul, mind, and strength enabling them to become God’s creative and redemptive agents in the world.

Habits of heart are expressed in the attitude with which our students face the world around them. We intend for our students to be curious, open, and aware of the world around them. We expect them to gain the skills necessary for respectful discourse while valuing people, regardless of differences of opinion.

Habits of soul refer to an active spiritual orientation. While we do not require our students to adopt any particular form of faith, we strongly encourage them to explore their faith in the context of scripture, their faith tradition, individual experience, and critical reasoning. These four ways of understanding faith, known as the Wesleyan quadrilateral, provide a robust framework for the examination of life in context. As an institution, we are unapologetically Christian, Wesleyan in our theology, operating as an expression of the Church of the Nazarene.

Habits of mind are probably the most familiar to the academy. These are the academic disciplines of reading, reflection, writing, creating, discussing, and researching, as well as a myriad of other academic descriptors. Habits of mind form an intentional pursuit of the truth in all its forms.

Habits of strength are necessary to carry out the first three habits (heart, soul, and mind) into the world around us. They are the will to act, the character to persevere, and the courage to enter into a world that needs both creative and redemptive action from NNU alumni. Habits of strength represent the will to be an active participant in the world. We are members of a broader community of citizen scholars taking what we know from the classroom and applying it.

We believe that there are challenges in the world around us that can only be met as we are creatively engaged in finding their solutions. By bringing health and wholeness to places of sickness and brokenness, NNU alumni are and will continue to be engaged in God’s redemptive activity in the world.

Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Specific objectives and key indicators for each of the core themes are described in detail in the following section of this report. The institution has identified acceptable thresholds for mission fulfillment for most of the indicators in the objectives tables in the following section. In several instances as noted, acceptable thresholds are still in the process of being determined. NNU seeks to establish a culture where assessment and continuous improvement is normative. Therefore, we review the levels of acceptable mission fulfillment regularly and revise them when appropriate.



Core Themes

1.B.1-2 Core Themes and Objectives

As described in the Executive Summary of Eligibility Requirements #3, in 2009-10, the University went through an extensive process to rearticulate its mission. During this process, the four institutional values of transformation, truth, community, and service emerged as especially salient to the new mission. During the previous accreditation cycle, these four institutional values were identified as the core themes to be used for writing our self-study report. Having completed a full seven-year accreditation cycle using the core themes of Transformation, Truth, Community, and Service, the Assessment and Accreditation Committee (AAC) in collaboration with administration, determined that these four core themes embody the essence of NNU will continue to serve the University well as we enter into a new accreditation cycle.

The pages that follow contain tables that identify the University's objectives, indicators, and acceptable thresholds related to the fulfillment of each core theme and provide rationale for why these indicators are useful for assessing our progress in meeting these core theme objectives.

Core Theme One: Transformation

As stated in the University's mission, NNU is committed to the transformation of the whole person. We believe education fosters transformation. NNU engages and affects students in all domains of life—intellectual, social, physical, and spiritual—thereby advancing the transformation of the individual, the church, and the world.

NNU seeks students with promise and passion who come to this community as partners in learning. Transformation in this context can come in many forms. While there are times that the “lights go on” in a student's eyes and his/her thinking is altered in an instant, more often transformation occurs as the product of long-term exposure and experience. Transformation is uniquely manifested in the following key characteristics:

- Cutting edge innovation/impacting industry with best practice/trend setting
- Research agendas that contribute to various fields of expertise by faculty and students
- Building relationships and making connections between faculty/students, students/students, and NNU/community

It is incumbent upon all universities to foster an environment where academic transformation (learning) can take place, but NNU seeks more. In addition to academic transformation, we aim to transform students' beliefs and values from varying degrees of narcissism to a willingness to engage in conversation with others and value people who hold other points of view, even those with whom the student may disagree. As a Christian institution, we seek to hold up the person of Jesus Christ as the ultimate

expression of the transformed life. We pursue His life of love and His teachings as the ultimate source of transformative energy. Though we do not require our students to be Christians, we do require them to understand Christianity and then choose whether to adopt a life of Christian faith for themselves.

NNU is committed to fostering Christian spiritual maturity. We believe this is essential in the education of the whole person. By having students encounter the rich Christian intellectual traditions through the teachings and writings of Jesus, Paul, Augustine, Aquinas, Luther, Wesley, and others, we hope to foster a sense of purpose and life's calling. At NNU, we consider the transition toward mature and independent thinking fostered in a liberal arts education to be an important part of the Christian formation in the Wesleyan tradition.

Objective One: NNU campus community members will grow and develop in their ability to articulate personal beliefs and practices, in their personal expressions of Christ-like character, and in their understanding of the Christian faith.		
	Indicator	Acceptable Threshold
1	Paper from Introduction to Christian Theology Courses	80% of undergraduate students can articulate their own beliefs and practices in writing as assessed by a rubric (GE assessment)
2	Capstone Paper from Departmental Capstone Courses	A common rubric for the assessment of Capstone papers is in the process of being revised by the CAS GEC
3	End-of-course Evaluations	Average evaluation scores at least 4 out of 5 on identified questions
4	Course reflections and comments during courses and in End-of-course Evaluations	Qualitative data reflect impact on spiritual journeys for students
5	Faculty Reviews (Mission Fit section)	Faculty articulate their personal beliefs and practices at 75% at Tier 3 and 25% at Tier 2

Rationale

Indicator 1 focuses on undergraduate students' ability to articulate their beliefs and practices related to their own faith journey. All undergraduate students take THEO2100 Intro to Christian Theology in which students are required to write a reflection paper that describes their personal faith journey. These papers provide a meaningful way to document students' personal beliefs and practices, and their ability to articulate growth and commitment to them. These papers meet one of the University GE outcomes and are assessed using a rubric designed within the School of Theology and Christian Ministries that determines whether students have adequately articulated their beliefs.

Indicator 2 provides information about the growth of undergraduate students' higher-level thinking, generally and specifically, in their major fields of study and in preparation for further education or the workforce. In departmental Capstone courses, which are a part of the University's GE program requirement for all students, students are asked to reflect on their time at NNU and their personal acquisition of the institutional core values, including transformation, in the context of their major. The CAS General Education Council (GEC) is currently in the process of revising the common rubric used to assess Capstone papers. The initial rubric developed by the CAS GEC assessed all the values as one, not individually. By having an assessment tool that will allow the University to assess the values

individually, this will allow us to set benchmarks that are more meaningful and find areas of improvement.

Students complete end-of-course evaluations for all courses offered by the University. For indicator 3, several questions in the end-of-course evaluations provide data used to measure the effectiveness of faculty in meeting this objective. These questions on the end-of-course survey include, “The instructor had high expectations for my learning by providing assignments, projects, or tests that required understanding, original thought, or creative thinking,” “The instructor displayed actions and attitudes that exemplified Christian values such as treating students fairly and impartially,” “The instructor, when possible, integrated the course content with Christian faith, theology, or behavior,” and “Overall, this course has broadened my appreciation for this subject.”

Indicator 4 is assessed using student feedback from courses and anecdotal comments included in end-of-course student evaluations when students reflect on how the course and their time at NNU has impacted their faith journey and growth. Open-ended questions at the end of the end-of-course survey also provide opportunities for students to add comments about how the course and/or instructor influenced their own beliefs and practices. There is currently no process in place to collect and analyze these comments in a central repository. This is in the process of being developed as we enter into a new accreditation cycle.

Indicator 5 relies on data collected from items in the Mission Fit section of faculty reviews that are completed by faculty members and their department chairs. These items include church attendance and membership, collegiality, compliance with the University lifestyle agreement, and spiritual formation. This indicator provides useful information related to faculty members’ commitment to spiritual disciplines.

Objective Two: NNU campus community members will expand their understanding of and respect for diverse perspectives and individuals from differing backgrounds, abilities, and cultures.		
	Indicator	Acceptable Threshold
1	Students’ participation in mission trips, study abroad, and travel abroad	Participation by more than 10% of students in level 4 or study abroad programs
2	Cross-cultural Reflection Papers	Average score of 12 on all papers submitted each year
3	NSSE	Undergraduate students score at or above the national and peer institution averages for identified questions
4	Program-specific graduate course experiences	100% of graduate students engage in course work focused on cultural sensitivity
5	Culturally significant chapels, activities, and events	80% employee participation in one culturally significant chapel, activity, or event each year

Rationale

Indicators 1 and 2 are assessed using data currently being collected by the Study Abroad program director, program director for NNU on a Mission, and the Director of the Cross-cultural Program. NNU continues to place an emphasis on helping undergraduate students develop the sensitivity and skills necessary to function effectively in an increasingly culturally complex world by requiring them to engage

in a variety of cross-cultural experiences. Students fulfill this graduation requirement by completing a combination of level 1, 2, 3, or 4 experiences. Level 4 experiences are the most immersive of the options and provide the greatest opportunity for students to gain sensitivity and develop their understanding of other cultures, as well as deepen their personal understanding of themselves as they interact with people from other cultures. Level 2 and level 3 experiences are less immersive, but no less intentional, and seek to fulfill the same overall objectives as level 4 experiences. Indicator 1 is meaningful because it identifies the number of students annually who choose to participate in a level 4 activity (including study abroad programs) to fulfill their cross-cultural requirement. Ideally, we would like all students to participate in a level 4 experience; however, we understand that this is unlikely to occur. The current acceptable threshold for participation in level 4 experiences is low (10%); however, the desire is to increase this number to 50% as more programs become available to students.

Indicator 2 is directly associated with indicator one, but includes all levels of cross-cultural experiences. As a part of the cross-cultural experience requirement for the GE program, all undergraduate students are required to write a paper reflecting on each of their cross-cultural experiences. These papers are scored by a rubric that measures students' intercultural competence. The 20-point scale of the rubric reflects a wide range of competencies, the target being 12. The current data we have is a 5-year average; however, we are moving to an annual benchmark to help us react in a timely manner on how to improve our current targets. In this transition, all reviewers will be trained to ensure inter-rater reliability when applying the papers to the common rubric.

Indicator 3 uses self-report data from the National Survey of Student Acceptance Survey (NSSE) to measure undergraduate students' ability to express acceptance of the differing views of others. Beginning in 2014, NNU has used the NSSE to collect data on students' understanding of and respect for students different from themselves. Specific questions include students' ability to understand someone else's views by imagining how an issue looks from the other person's perspective; how often students have had discussions with people from another race, ethnicity, different economic background, differing religious beliefs, or political views; and how well the institution encouraged students to interact with others with different backgrounds and diverse perspectives.

While opportunities to fulfill the cross-cultural requirement for the GE program are embedded in a number of courses in the traditional undergraduate programs, in order to assess whether our graduate students meet this objective, indicator 4 identifies program-specific graduate courses that provide opportunities for students to increase their understanding of and respect for diverse perspectives and individuals from differing backgrounds, abilities, and cultures. Our current benchmark of having students complete a course that is required, does not seem to accurately measure what we intend with this indicator. We are in the process of developing a rubric that can be applied to each course to set benchmarks on whether a course is actually meeting targets that reflect cultural sensitivity.

As stated in indicators 1 and 2, NNU encourages students to develop sensitivity and skills necessary to function effectively in an increasingly culturally complex world by requiring them to engage in a variety of cross-cultural experiences. This holds true for NNU employees at all levels as well. Indicator 5 is assessed using employee attendance at and participation in chapels, activities, and events intentionally designed to provide opportunities for employees to be exposed to cultural diversity and sensitivity issues. While we would like all employees to participate in at least one of these experiences each year, the current acceptable threshold is 80%. We are working on a mechanism to identify which particular opportunities would qualify for this. We intend to develop an annual survey to poll which employees attended these events.

Core Theme Two: Truth

One of the primary components of an NNU education is the pursuit of truth. Students at NNU explore knowledge, the wonder of God’s creative activity, the story of human civilization, and achievements in the arts, sciences, and professions. In this way, NNU casts the word truth in its broadest sense; the pursuit of accurate knowledge is the pursuit of truth. Truth is uniquely manifested with a reputation for excellence and quality in education through:

- Rigorous academics
- Quality face-to-face, blended, and online delivery models
- Faculty expertise (teaching, experts in their fields)
- Scholarly research (conferences, publishing)

As a people of faith committed to an institution that holds to a Christian view of the world, we also believe in a higher Truth, a set of Truths that are embodied in the life of Jesus Christ. We believe there is great congruence between the discoveries of the natural, social, and behavioral sciences with the truth represented in the core tenants of Christian theology. There are also points of apparent conflict; understanding and being able to articulate the congruence and the tension are part of this core theme.

NNU provides knowledge, values, and skills that lead to a broadening understanding of the world and its cultures. We challenge our students to lovingly envision the world as it should be. Ultimately, we seek understanding in order to gain wisdom—wisdom to emulate the ways of God and His Kingdom.

NNU seeks faculty who are committed to Christ, the pursuit of excellence in their discipline, and to the mission and vision of the University. We hire faculty who actively model the life of truth-seeking for their students.

Objective One: NNU campus community members will acquire a broad base of knowledge across general and specialized academic disciplines.		
	Indicator	Acceptable Threshold
1	CAAP (to be replaced)	Undergraduate students will score at or above the national mean on the CAAP exam
2	Discipline-specific nationally-normed tests (Major Field Test, Praxis, NCLEX)	Students score at or above the national or state means
3	Department/Program Assessment Plans	Each department will have identifiable outcomes, assessments to measure those outcomes, and evidence of data-driven improvements
4	End-of-course Evaluations	Identified questions have an average score of 4 out of 5

Rationale

In our previous accreditation cycle, we used data from the CAAP exam, a nationally normed assessment, to measure student understanding of knowledge from across the liberal arts disciplines for indicator 1. Use of the CAAP exam allowed us to compare the performance of our students with other institutions across the nation. Successfully meeting this objective was reflected by students scoring at or above the national averages of the exam. Due to the recent announcement that the CAAP exam will no longer be available after December 2017, the AAC has been tasked this year with exploring options to adopt an alternative assessment tool to help measure this objective.

Indicator 2 assesses achievement within academic disciplines using a variety of exit achievement exams (ETS major fields tests for the biology, business, chemistry, computer science, criminal justice, mathematics, physics, political science, and psychology departments) and field-specific tests for certification and professional licensure (Praxis for education department; NCLEX for nursing department). This indicator is important because it measures the student's ability to meet "industry standards" for academic skills and knowledge within their discipline.

Indicator 3 uses department and program assessment plans to help measure the institution's effectiveness in providing students with a broad base of knowledge across general and specialized academic disciplines based on identified outcomes and assessments. These assessment plans provide opportunities for departments to make data-driven program improvements as they "close the loop" in the assessment process. The AAC has established a department assessment cycle and has provided initial feedback to departments for improvement based on assessments completed for our last accreditation cycle.

Indicator 4 uses questions from the end-of-course student evaluations to provide data in measuring the effectiveness of faculty in meeting this objective. Questions specifically aligned with the truth core theme include: "The instructor cared that I learned the content of the course," "The instructor offered feedback regarding my academic performance in a timely manner," "Assignments, projects, and test questions covered important course materials and content."

Objective Two: NNU campus community members will be able to identify, locate, analyze, evaluate, use, and share information effectively and responsibly.		
	Indicator	Acceptable Threshold
1	Culminating writing assignments	100% will complete ENGL1010 and ENGL3015 or "W" course
	Culminating discipline-specific (e.g. Capstone) papers and projects	100% will complete at least one discipline specific assignment
2	Use of Turnitin	90% of originality reports with "24% or less" similarity
3	NSSE	Undergraduate students score at or above the national and peer institution averages

Rationale

Indicator 1 utilizes research/writing assignments required in GE courses throughout the GE program in which students demonstrate their ability to use academic resources and determine the reliability and truthfulness of information. In ENGL1030 University Writing and Research, faculty members require students to participate in sessions on how to effectively use library resources. The effective use of library resources is further reinforced in the ENGL3015 Topics in Writing courses and English courses with a "W" suffix that meet the GE requirement. Capstone papers and senior projects, the culminating experience for students in all departments, also provide opportunities for students to demonstrate their ability to identify, locate, analyze, evaluate, use, and share information effectively and responsibly. The acceptable threshold for this indicator is admittedly weak and could be strengthened through the implementation of a standard rubric. The CAS General Education Council has been tasked with exploring this possibility.

Indicator 2 uses data obtained from originality reports generated from Turnitin account statistics. Originality reports represent the percentage of a paper that has original or properly cited content. This indicator provides useful feedback regarding students' ability to use and share information effectively and responsibly. Our expectation is that 90% of papers submitted to Turnitin should have a similarity score of either less than 20 words or be rated in the 1-24% range. During this next accreditation cycle, we intend

to explore how the validity of this indicator might be strengthened with education and training of the faculty in the use of Turnitin for all course in which a writing assignment is required.

Indicator 3 uses self-report data from the National Survey of Student Engagement (NSSE) to measure undergraduate students’ ability to identify, locate, analyze, evaluate, use, and share information effectively and responsibly. A number of questions on the NSSE (4C, 4D, 4E, 6A, 6C, 9A, 9C, 17C, 17D) explore students’ ability to think critically, evaluate information sources, and analyze and synthesize information and allows us to compare our students with those from peer institutions.

Core Theme Three: Community

NNU is a community of faith and learning whose members teach, challenge, and encourage each other to grow intellectually and spiritually. At the traditional undergraduate level, we believe that education flourishes in community through co-curricular learning and living experiences that enrich and reinforce academic learning. At the graduate level and in our non-traditional undergraduate programs, we believe community is created and nourished through intentional interactions by means of a variety of media and in purposeful investment in building relationships.

The process of transformation, the exploration of truth, and the expression of service should not occur in a vacuum. Community forms, reinforces, corrects, and propels our academic endeavors and therefore manifests an essential element of the Mission Statement. At NNU, community is uniquely manifested in the following key characteristics:

- Community service (internships with impact)
- Expanding our community through diversity (outward focused, globally-minded)
- Developing local, state and regional leaders (in professions as well as churches)
- Collaborative culture in classrooms

Establishing and maintaining healthy relationships within a university community is a constant challenge. Students, faculty, and staff are intelligent people with passionately held beliefs. It is the goal of our community to understand our differences and be strengthened in our diversity. We recognize that the objectives for this core theme are a challenge to quantify and we have worked to be intentional about choosing appropriate indicators.

Objective One: NNU campus community members will live balanced lives of personal integrity, stewardship, and accountability.		
	Indicator	Acceptable Threshold
1	Culture Survey	75% of faculty and staff agree or strongly agree with identified questions
2	NSSE	Undergraduate students score at or above the national and peer institution averages
3	Adult Study Survey/Marketing Survey	Graduate students score at or above the national and peer institution averages
4	Chapel/Convocation Attendance	95% of undergraduate students meet “90% or better” chapel attendance requirement

Rationale

Indicator 1 has changed from our previous accreditation cycle based on the fact that we will incorporate questions from both the Institutional Ethos Survey and the Venture International survey into a new

“Culture Survey” that is currently being developed with the assistance of an external consultant. This remains an area of focus for the University and the institution intends to track longitudinal data for specific questions from both surveys to measure the improvement of culture and climate. Key questions will include “My workload is reasonable and allows me to be balanced” and “There is a clear and consistent set of values that govern the way I interact with my peers.”

Indicator 2 uses self-report data from the NSSE to measure student well-being and how well students have established a healthy balance between academics and social involvement on campus. This provides information related to undergraduate students’ ability to live balanced lives of personal integrity, stewardship, and accountability. Questions 1C, 10, 14E-I, 15B, and 15F on the NSSE provide insights regarding students’ preparation for and effort given in courses, involvement in extra-curricular activities, and overall well-being.

In reviewing data collected for previous accreditation cycle, the AAC realized that the University is not collecting data for Objective One as it relates to non-traditional and graduate students. This coming year, the AAC will explore the possibility of implementing the Adult Study Survey for non-traditional undergraduate students in the APP programs. This survey would become our third indicator to meet this objective. A Marketing Survey that includes some questions related to student community and climate is currently being piloted in two MBA courses. As the pilot continues, it may be deemed useful for broader implementation and potential use as an indicator.

Indicator 4 uses chapel/convocation attendance as a means to measure student involvement in the disciplines of personal and corporate faith, practices valued by the University. Students are required to attend a minimum of 32 chapel/convocation services each semester. While this is not a requirement for staff and faculty, all campus offices are closed during Monday chapels so employees and students can attend “community chapel” together.

Objective Two: NNU campus community members will create a positive institutional atmosphere where members feel valued.		
	Indicator	Acceptable Threshold
1	Culture Survey	75% of faculty and staff agree or strongly agree with identified questions
2	NSSE	Undergraduate students score at or above the national and peer institution averages
3	Adult Study Survey	Graduate students score at or above the national and peer institution averages
4	End-of-course Evaluations	The mean score reported by students is a 4 or better (5 point Likert Scale)

Rationale

Indicator 1, the Culture Survey, combines questions previously used from the Institutional Ethos Survey and Venture International survey. The previous Institutional Ethos Survey focused on the areas of trust and decision-making to measure how employees perceive they are valued and involved in the life of the institution. These questions asked employees to rate the degrees to which university decisions are based on mutual trust and respect; interactions between and among groups are collaborative and productive;

employees understand their role in the "body" and work for the benefit of others; and an ethos of teamwork dominates the University.

The institutional assessment data gathered by Venture International in 2015 evaluated the extent to which organizational values are reflected in the behaviors of various stakeholder groups including staff, faculty, President's Cabinet, and the Board of Trustees. Specific survey questions asked stakeholders to rate the degree to which the behaviors of each group reflect respect toward each of the other groups. Additionally, stakeholders were asked how they viewed the morale of each of the groups. These survey questions provide useful information related to the ethos of the institution and improvements that can be made among stakeholders to create a more positive institutional atmosphere where members feel valued.

It is the institution's goal to prioritize key questions from both of these surveys in the new Culture Survey to collect valuable data and track longitudinal improvement for this core theme.

Indicator 2 uses data from the NSSE to measure the institution's effectiveness in creating a positive atmosphere where students feel valued. Questions 3A-D, 13A-E, 14B-I, 18, and 19 provide useful information to help us how effectively we are meeting this objective. These questions focus on different types of student-faculty interactions, the quality of interactions that students have with different groups on campus, the degree to which the institution provides a supportive environment for students, and student satisfaction with NNU.

As described in Objective One, questions from the Adult Study Survey and possibly the Marketing Survey will be used as a third indicator to help us assess whether non-traditional students experience a positive institutional atmosphere in which they feel valued.

For indicator 4, two questions from the end-of-course evaluations completed by students provide data used to measure the effectiveness of faculty in building community inside and outside the classroom. These questions include: "The instructor was available for student-faculty interaction outside of class," "The instructor supported peer-to-peer learning by encouraging students to assist each other in understanding ideas or concepts." From these questions, conclusions can be made about how students feel valued in their classes.

In assessing the core theme truth, our current indicators include nationally normed, university-normed, and perception-based data, which provides a broad balanced picture to help measure the University's progress in achieving this core theme.

Core Theme Four: Service

NNU has a unique responsibility to prepare and position students to have a positive, loving impact wherever they live. Truth-seeking transformation in community is stunted if it does not seek an outlet. Indeed, service to the broader community is an essential goal for a Christian community in the Wesleyan tradition. As a result, we believe that education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ.

This core theme focuses on encouraging and enabling students, faculty, and staff to address problems and issues in the world through service. As a community of Christian scholars and students, we believe service is one way in which our impact on the world is demonstrated, and we prepare for that impact through education. NNU community members practice and prepare for their vocation by facilitating and participating in scholarship, internships, practicums, and professional development involving and addressing real-world problems.

NNU nurtures students to creatively apply their knowledge and skills to the problems they encounter. The University wants students to understand and experience the world, then see themselves as God's

creative agents, using their NNU education to bring hope, healing, peace, and justice to the communities in which they live.

Objective One: NNU campus community members will engage in real-world problems through preparing for and practicing their personal and professional vocation.		
	Indicator	Acceptable Threshold
1	Scholarship and Service Learning (NSSE data and CRT reports)	80% NNU campus community participation
2	Internships/Practicums/Field Experiences	90% successful completion rate
3	Professional Development Workshops	80% NNU campus community participation

Rationale

Indicator 1 uses faculty and student research and serving learning experiences as a means to measure the campus community’s engagement in real-world problems. Faculty research is measured through self-report data collected from department chairs and CRT applications. NSSE data provides information on faculty-student engagement in research and service learning.

Internships, practicums, and field experiences in a number of majors on campus provide valuable opportunities for students to prepare for and practice their vocations as they engage in real-world learning experiences. Indicator 2 uses data collected from departments regarding the number of students who complete internships and practicums in their programs. These experiences provide opportunities for students to learn how to creatively engage in their professions, as well as prepare them for service.

The institution provides a variety of professional development opportunities throughout the year that help employees prepare for and practice their vocations more effectively. Indicator 3 reflects data collected regarding the number and nature of professional development workshops that employees participate in each year. Tracking employee involvement in professional development activities allows the institution to measure campus community member engagement.

Objective Two: NNU campus community members will engage in servant leadership as creative and redemptive agents in the world.		
	Indicator	Acceptable Threshold
1	Internships/Practicums/Field Experiences	90% successful completion
2	Rank and Tenure Applications	30% of faculty members have leadership roles in their communities
3	Servant Leadership Survey	30% of NNU employees have leadership roles in their communities

Rationale

In addition to internships, practicums, and field experiences providing opportunities for students to engage in real-world problems by preparing and practicing for their vocations, these experiences also provide opportunities for students to engage in servant leadership as creative and redemptive agents in the world. Through these experiences, the impact on the surrounding community and the individual lives within the community is profound. Indicator 1 uses this data as a means to measure servant leadership.

Faculty applications for rank and tenure include assessment of their involvement in community service. Indicator 2 relies on this data to measure faculty engagement in servant leadership through active

involvement in campus, church, and civic groups, as well as regional, national, and global service initiatives.

Indicator 3 is assessable using self-report data gathered from the Servant Leadership Survey completed by all campus employees. Whereas the faculty rank and tenure applications only provide data on a limited number of faculty, the Servant Leadership Survey includes a broader representation of faculty, staff, and administrators. The data captures employee involvement in leadership roles in a variety of settings.

Informal feedback received from the NWCCU review team last fall suggested that the institution needed to develop a consistent evaluation of the service theme, beginning with a clear definition that is commonly understood and accepted by all constituencies across campus. In response to this, during spring 2017, the AAC administered a Service Theme Survey to department chairs and program directors to ascertain different perspectives on service within the various areas across campus. This survey yielded rich data that is being used by the AAC this year to define service goals and identify data sources throughout the University. While the two objectives for the service theme will likely remain the same in our present accreditation cycle, the ACC anticipates revising some of the indicators and thresholds to more effectively define and measure our core theme of service.

Conclusion

As NNU begins its second seven-year accreditation cycle, the institution is uniquely positioned to build on the strong foundation that has been established in its 105 years of existence. Driven by a reaffirmation of the mission statement, guided by a new three-year strategic plan, and led by a strong administrative leadership team, the vision for the future is bright.

The University mission, context for mission, and vision express the shared values of the campus community and are fully embraced by all of its constituents. The mission and core themes, which are firmly entrenched into the fabric of the University, guide the institution in all aspects of its work. The four core themes of transformation, truth, community, and service reflect the institutional values and embody the essence of NNU. The associated objectives and their corresponding indicators provide a set of measures that will be used for ongoing assessment. By focusing on progress toward achievement of each core theme, objective, and indicator, the institution will ensure that its efforts and resources are consistently applied toward fulfilling its mission as it strives for continual improvement.