



Year Three Self-Evaluation Report

Nampa, Idaho • September 1, 2012

Prepared for the Northwest Commission on Colleges and Universities

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**Northwest Nazarene University
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List of Acronyms Use in Report

AAUP	American Association of University Professors
ACBSP	Accreditation Council for Business Schools and Programs
ADA	Americans with Disabilities Act
AHSS	Arts, Humanities, and Social Sciences
APP	Adult Professional Program
ASNNU	Associated Students of Northwest Nazarene University
BSU	Boise State University
CAAP	Collegiate Assessment of Academic Proficiency
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CAGS	College of Adult and Graduate Studies
CapEd	Capital Education
CAS	College of Arts and Sciences
CCCU	Council for Christian Colleges and Universities
CCNE	Commission on Collegiate Nursing Education
CEU	Continuing Education Unit
CGA	Council on Gift Annuities
CHEA	Council for Higher Education Accreditation
CIRP	Cooperative Institutional Research Program
CLA	Campus League Activities
CLA	Collegiate Learning Assessment
CLC	Christian Library Consortium
CLEP	College Level Examination Program
CLS	Campus League Sports
CPD	Center for Professional Development
CSS	College Student Survey
CSWE	Council on Social Work Education
CUPA	Certified Unified Program Agencies
DCL	Dear Colleague Letter
DSST	DANTES Subject Standardized Tests
EdD	Doctor of Education
EdS	Education Specialist
ESWC	Education, Social Work, and Counseling
ETS	Educational Testing Service
EUS	Extended University Services
FERPA	Family Educational Rights and Privacy Act
GAAS	Generally Accepted Auditing Standards
GE	General Education
GNAC	Great Northwest Athletic Conference
GRE	Graduate Record Exam
HEOA	Higher Education Opportunity Act
HIPPA	Health Insurance Portability and Accountability Act
HR	Human Resources
ILS	Integrated Library System
INBRE	Idea Network of Biomedical Research Excellence
IT	Information Technology
LMS	Learning Management System
LVIS	Libraries Very Interested in Sharing
NACEP	National Alliance Concurrent Enrollment Programs

NAPCU	Northwest Association of Private Colleges and Universities
NASM	National Association of Schools of Music
NCAA	National Collegiate Athletic Association
NCATE	National Council for the Accreditation of Teacher Education
NCPG	National Committee on Planned Giving
NHEIC	Nazarene Higher Education Insurance Consortium
NHS	Nursing and Health Sciences
NIH	National Institutes of Health
NNU	Northwest Nazarene University
NSF	National Science Foundation
NSLDS	National Student Loan Data System
NWCCU	Northwest Commission on Colleges and Universities
OCLC	Online Computer Library Center
SGA	Student Government Association
TAG	Technology Advisory Group
TATS	The Association of Theological Schools
TCM	Theology and Christian Ministries
TMR	Technology and Media Resources
VPAA	Vice President for Academic Affairs
VPEM	Vice President for Enrollment and Marketing
VPFA	Vice President for Financial Affairs
VPSD	Vice President for Student Development
VPSLD	Vice President for Spiritual and Leadership Development
VPUA	Vice President for University Advancement
WALDO	Westchester Academic Library Directors Organization
YFCY	Your First College Year

Institutional Overview

Established in 1913, Northwest Nazarene University (NNU) is a comprehensive Christian university founded upon a liberal arts philosophy of education, offering undergraduate degrees in 35 majors covering more than 60 areas of study, master's degrees in 22 areas of emphasis, EdS degrees in 3 areas of emphasis, an EdD degree in educational leadership, accelerated delivery degree programs, a variety of continuing education credits, and express education and concurrent credit for high school students.

NNU is situated on a 90-acre campus in Nampa, the second largest city in Idaho with over 80,000 residents, and is located 20 miles west of Boise, the state capital. In addition to the Nampa campus, NNU offers a limited number of programs in Boise, McCall, Twin Falls, Idaho Falls, and Colorado Springs, Colorado, as well as programs online.

The fall 2012 enrollment of 2,052 includes 1,295 undergraduate students (1,117 traditional and 178 Adult Professional Program—APP) and 757 graduate students. This reflects a slight decrease in undergraduate enrollment and slight increase in graduate enrollment from fall 2011, when a record enrollment of 2,064 included 1,334 undergraduate and 730 graduate students. The fall 2012 enrollment is NNU's second highest enrollment, surpassing the total enrollment of 2,020 for fall 2010, which included 1,322 undergraduate and 698 graduate students.

As one of eight regional colleges and universities in the United States affiliated with the Church of the Nazarene, NNU is the college for the Northwest Region, which includes Idaho, Oregon, Washington, Alaska, Montana, Wyoming, Colorado, and parts of Nevada and Utah. While a majority of undergraduate students come from the Northwest Region, students from 30 states and 19 countries attend NNU. Graduate programs include students from 13 different countries. Approximately 45% of NNU undergraduate students claim "Nazarene" as their church background and the other 55% belong to a variety of different Christian denominations and other religions.

NNU is primarily a residential campus with 67% of the undergraduates living in campus housing and many others living in close proximity to the campus. The undergraduate student population, which is 60% women, is predominantly white, non-Hispanic/Latino; however, the number of Hispanic/Latino and Asian students on campus has increased in recent years. In fall 2012, NNU is anticipating approximately 50 students from outside the United States.

NNU employs 104 full-time teaching faculty, with 79 (76%) holding the highest degree in their fields and an additional 6 faculty members enrolled in doctoral programs. The University moved to a rank and tenure process in 2008-09. Currently, 36 faculty members have Full Professor status (35%), 44 faculty members have Associate Professor status (42%), 22 faculty members have Assistant Professor status (21%), and 2 faculty members have the rank of Instructor (2%). Presently, 61 faculty members are tenured (59%), 36 are non-tenured tenure-track (35%), and 7 faculty members are non-tenure track (6%). The student-to-faculty ratio is 14:1 for traditional undergraduate courses and 11:1 for graduate courses.

The academic structure of the University is organized into six schools: the School of Arts, Humanities, and Social Sciences; the School of Business; the School of Education, Social Work, and Counseling (ESWC); the School of Nursing and Health Sciences (NHS); the School of Science and Mathematics; and the School of Theology and Christian Ministries (TCM). Undergraduate degrees conferred include Bachelor of Arts; Bachelor of Science; Bachelor of Science in Nursing; and Bachelor of Science in Applied Studies. The University also offers Master's degrees in business, counseling, education, nursing, religion, and social work. In fall 2011, the University enrolled its first cohort of doctoral students who are seeking the EdD in Educational Leadership.

NNU is largely tuition-dependent with tuition and fees representing approximately 75% 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; these contributions represent over 5% of the University's total revenue. The remaining balance of revenue comes from auxiliary enterprises (bookstore, food service, residential life, etc.), investment income, and other miscellaneous revenue. The 2012-13 operating budget for NNU is \$37 million. The University's total endowment is currently over \$26 million.

In recent years NNU has been the recipient of several institutional grants from the M. J. Murdock Charitable Trust and Butterfield Foundation, as well as individual grants from the National Institutes of Health (NIH), the Idea Network of Biomedical Research Excellence (INBRE), NASA, the National Science Foundation (NSF), and a variety of federal agencies. The total of grants received averages approximately \$300,000 per year for internal use and approximately \$100,000 per year for outreach to K-12 programs.

In 2012, NNU was named as a “Best in the West” university by *The Princeton Review* and was identified as one of the leading universities in the West by *U.S. News & World Report* in their annual America’s Best Colleges edition. NNU was again ranked in the top tier by *U.S. News & World Report*, placing 53rd out of 118 recognized Best Regional Universities in the West. In July 2012, Christian 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, honored NNU as a “college of distinction.” NNU was found to excel in all four distinctions.

Additional information about the institution may be found at <http://www.nnu.edu/about>.



Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

Institution: Northwest Nazarene University

Address: 623 S. University Blvd.

City, State, ZIP: Nampa, ID 83686

Degree Levels Offered: ☒ Doctorate ☒ Masters ☒ Baccalaureate ☐ Associate ☐ Other

If part of a multi-institution system, name of system:

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify)

Institutional control: ☐ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal
☒ Private/Independent (☒ Non-profit ☐ For Profit)

Institutional calendar: ☐ Quarter ☒ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify)

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Business	Bachelor's, MBA	Accreditation Council for Business Schools and Programs (ACBSP)	2009
Counseling	Master's	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2008
Education	Bachelor's, Master's	National Council for the Accreditation of Teacher Education (NCATE)	2006
Music	Bachelor's	National Association of Schools of Music (NASM)	2012
Nursing	Bachelor's, Master's	Commission on Collegiate Nursing Education (CCNE)	Bachelor's – 2007 Master's – 2010
Social Work	Bachelor's, MSW	Council on Social Work Education (CSWE)	2009
Concurrent Credit	Undergraduate courses	National Alliance Concurrent Enrollment Programs (NACEP)	2006

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Undergraduate: divide credits by 15)
(Formula used to compute FTE: Graduate: divide credits by 9)

Official Fall 2012 FTE Student Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	1,295	1,334	1,332
Graduate	757	730	698
Unclassified	6,097	6,482	8,034
Total all levels	8,149	8,546	10,054

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2012 Student Headcount Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	1,216.06	1,269.27	1,252.44
Graduate	593.44	577.93	539.89
Unclassified	1,191.00	1,197.77	1,755.55
Total all levels	3,000.50	3,044.97	3,547.88

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	36	1					1	36
Associate Professor	44	1				13	2	30
Assistant Professor	22	1				10	1	12
Instructor	2					2		
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$63,138	14.1
Associate Professor	\$51,245	10.9
Assistant Professor	\$42,177	4.0
Instructor	\$31,069	0.5
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 – June 30

Reporting of income:	Accrual Basis	<u>X</u>	Cash Basis	<u></u>
Reporting of expenses:	Accrual Basis	<u>X</u>	Cash Basis	<u></u>

BALANCE SHEET DATA

ASSETS	Last Completed FY 7/1/10-6/30/11	One Year Prior to Last Completed FY 7/1/09-6/30/10	Two Years Prior to Last Completed FY 7/1/08-6/30/09
Current Assets			
Cash	3,578,509	2,951,424	2,726,172
Investments – Short-term	2,072,499	2,987,788	7,007,648
Accounts receivable gross	2,421,267	2,278,220	3,009,797
Less allowance for bad debts	(165,599)	(289,394)	(251,546)
Inventories	167,713	221,253	171,343
Prepaid expenses and deferred charges	560,424	249,914	229,705
Other (identify) Land Held for Resale	963,866	959,866	959,866
Total Current Assets	9,598,679	9,359,071	13,852,985
Other Assets			
Prepaid Interest	190,872	240,597	320,362
Bond issuance Costs, net	498,896	553,509	608,123
Pledges receivable, long-term portion	0	0	49,285
Long-term student and other notes receivable	3,158,397	3,167,171	3,534,543
Real and other property investments	211,162	211,162	129,862
Unitrust investments	3,792,810	4,632,766	4,727,176
Long-term investments	33,634,220	29,389,594	24,713,425
Restricted investments	1,906,435	2,594,242	5,698,212
Total Other Assets	43,392,792	40,789,041	39,780,988
Property			
Land	2,978,714	2,906,802	2,332,413
Land improvements	6,982,478	6,963,918	6,468,052
Buildings and construction in progress	44,094,784	42,766,216	40,607,951
Equipment	14,956,815	14,422,006	13,649,393
Artwork Collection	239,599	239,599	181,399
Other (identify) Less accumulated depreciation	(29,160,999)	(26,951,240)	(25,293,994)
Total Property	40,091,391	40,347,301	37,945,214
TOTAL ASSETS	93,082,862	90,495,413	91,579,187

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY 7/1/10-6/30/11	One Year Prior to Last Completed FY 7/1/09-6/30/10	Two Years Prior to Last Completed FY 7/1/08-6/30/09
Current Liabilities			
Accounts payable	1,156,009	749,086	1,518,287
Accrued liabilities	1,312,454	1,262,314	1,315,770
Deferred revenue	897,508	396,350	320,283
Current Portion Annuities/Unitrusts Payable	539,310	570,989	574,029
Current Portion Long-Term Debt	834,839	790,166	742,811
Current Portion Post Retire Ben Obligation	193,291	237,047	234,146
Total Current Liabilities	4,933,411	4,005,952	4,705,326
Long-Term Liabilities			
Annuities/Unitrust Payables	2,374,478	2,452,158	2,572,489
Refundable Loan Programs	3,151,038	3,165,702	3,223,708
Long-Term Debt	13,885,734	15,812,994	16,539,467
Post Retire Ben Obligation	1,856,997	2,182,185	2,270,038
Total Long-Term Liabilities	21,268,247	23,613,039	24,605,702
TOTAL LIABILITIES	26,201,658	27,618,991	29,311,028
NET ASSETS			
Unrestricted	34,954,922	34,587,084	35,672,332
Temporarily Restricted	9,828,886	7,124,989	6,681,119
Permanently Restricted	22,097,396	21,164,349	19,914,708
Total Net Assets	66,881,204	62,876,422	62,268,159
TOTAL LIABILITIES AND NET ASSETS	93,082,862	90,495,413	91,579,187

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY 7/1/10-6/30/11	One Year Prior to Last Completed FY 7/1/09-6/30/10	Two Years Prior to Last Completed FY 7/1/08-6/30/09
Tuition and fees, net	23,011,226	21,467,436	20,873,898
Federal appropriations	0	0	0
State appropriations	0	0	0
Private Gifts, Grants, Bequests	6,624,253	6,396,149	6,621,635
Grants and contracts	1,356,577	1,365,564	1,714,843
Endowment and other investment income	4,764,440	1,439,554	(2,760,175)
Auxiliary enterprises	5,102,901	4,879,023	5,092,745
Other (identify) Misc Sources	62,811	1,087,263	358,589
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	12,879,158	12,548,582	12,075,656
Research	362,455	462,823	308,872
Public services	0	0	0
Academic support	1,968,017	1,844,549	1,954,057
Student services	5,339,845	5,361,883	5,211,195
Institutional support	4,651,927	4,520,887	4,378,298
Scholarships and fellowships	1,954,655	1,492,619	2,203,024
Other (identify) Benefits	4,695,383	4,396,528	4,352,484
Interest	741,893	794,959	856,210
Other (identify) Disposal of Assets		11,627	14,312
Total Educational and General	32,593,333	31,434,457	31,354,108
Auxiliary Enterprises			
Expenditures	4,324,093	4,592,268	4,452,396
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises	4,324,093	4,592,268	4,452,396
TOTAL EXPENDITURE & MANDATORY TRANSFERS	36,917,426	36,026,725	35,806,504
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	4,004,782	608,264	(3,904,969)

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY 7/1/10-6/30/11	One Year Prior to Last Completed FY 7/1/09-6/30/10	Two Years Prior to Last Completed FY 7/1/08-6/30/09
For Capital Outlay	14,720,573	16,603,160	17,282,278
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name, City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Boise Center, Boise, ID, 83712	MBA	22	40	0*
Boise Center, Boise, ID, 83712	MS – Counseling	20	10	0*
Boise Center, Boise, ID, 83712	BS – Business	21	30	0*
Twin Falls Center, Twin Falls, ID, 83301	MS – Counseling	20	8	0*
Twin Falls Center, Twin Falls, ID, 83301	MSW	44	5	0*
Idaho Falls Center, Idaho Falls, ID, 83402	MSW	44	56	0*
Colorado Springs Center, Colo. Springs, CO, 80910	MS – Counseling	20	18	0*

*All faculty members who teach courses at the off-campus sites have primary teaching responsibilities at the Nampa location or are adjunct faculty members.

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name, City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NNU does not offer any degree programs or academic credit at sites outside of the United States. Off-campus study abroad programs are available to NNU students through the University's partnership with the Council for Christian Colleges and Universities (CCCU). These opportunities are explained on the NNU website and on pages 72-77 in the <i>Undergraduate Catalog</i> .				

Preface

Institutional Changes since the Last Full-scale Report in 2006

Governance

Since fall 2010, the Board of Trustees, in collaboration with the University administration, Faculty Policy Council, and University Policy Council, has been engaged in a process that will result in a complete revision of the *Trustees Policy Manual* that governs the relationship of the board to the University and to the President. Loosely based on the Carver Model (*Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations*, Carver, 2006), the proposed *Board Policy Manual* is divided into four sections:

1. Organizational Essentials
2. Board Governance
3. Board-President Relationship
4. Parameters of Presidential Authority

The draft of the proposed *Board Policy Manual* was reviewed by the Board of Trustees during its triennial retreat in August 2012 with final revisions and edits being suggested there. Approval of the document is anticipated at the November 2012 meeting of the Board of Trustees with the expectation that the proposed *Board Policy Manual* will be in force following that meeting.

Leadership

The six years since the last full-scale report have seen significant changes in the executive leadership of NNU. Following the retirement of President Richard A. Hagood, who provided 14 years of strong and effective leadership for the University, Dr. David Alexander became the 12th President of NNU in July 2008. Dr. Alexander has brought to the position a deep knowledge of higher education, strengths in strategic planning, and wide experience in donor relations, having served previously as a faculty member at several institutions including NNU, and in the years preceding his presidency, as the Vice President for University Advancement at Southern Nazarene University in Bethany, Oklahoma.

In March 2008, NNU's Vice President for University Advancement (VPUA) passed away after a short battle with brain cancer. In August 2008, Joel Pearsall, NNU's Vice President for Financial Affairs (VPFA), was appointed to fill the VPUA position. In October 2008, Dave Peterson, a Financial Planning Analyst for the Boeing Company and former member of the NNU Board of Trustees, was appointed as Vice President for Financial Affairs.

A new cabinet position, Vice President for Spiritual and Leadership Development and the Executive Director of the Wesley Center for Servant Leadership, was approved by the Board of Trustees in spring 2009. Dr. Fred Fullerton was appointed in April 2009 to fill this position. Dr. Fullerton is an ordained elder in the Church of the Nazarene and previously served as the lead pastor for nine years at the Wollaston Church of the Nazarene located on the campus of Eastern Nazarene College in Quincy, Massachusetts, as well as Chaplain and Director of Campus Ministries at NNU from 1988-1991.

Following the resignation of Dr. Mark Pitts in June 2007 as Vice President for Academic Affairs (VPAA), Dr. Samuel Dunn, who had previously served in this position from 2000 to 2002, filled the position on an interim basis for three years. In July 2010, Dr. Burton Webb was hired as VPAA. He came to NNU after having served for 16 years at Indiana Wesleyan University. Dr. Webb is an experienced administrator, scientist, and teacher-scholar who has brought a wealth of knowledge and understanding to this position.

Stacey Berggren was appointed Vice President for Enrollment and Marketing (VP EM) in June 2010 after serving for eight years in enrollment management at NNU under Dr. Eric Forseth. As Director of Admissions, Mrs. Berggren built and developed a top-performing admissions team and has brought her experience and leadership gifts to the recruitment activities of the whole university while overseeing NNU's move to centralized integrated marketing.

In June 2012, Dave Peterson retired as the VPFA and was replaced by David Tarrant. Mr. Tarrant comes from Crown College in Minnesota where he served as the Chief Financial Officer for the past five years. He brings to the University an extensive professional background in financial management as well as experience in private Christian higher education.

Also in June 2012, Dr. Jim Bader stepped down from his role as Dean of the School of ESWC. Dr. Paula Kellerer, a member of the faculty and Chair of the Department of Education, was appointed as the new Dean of the School of ESWC. Also within faculty governance, this past spring Dr. Glena Andrews was elected as the new Faculty Chair for 2012-13 and 2013-14.

Long-Range Planning

NNU is guided by a highly participatory long-range planning process that is based on 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 measureable goals and objectives that are reviewed by administrators and the Board of Trustees on a regular basis.

Adopted in 2010 by the Board of Trustees, *NNU Vision 2025: A More Excellent Way*, unveiled a new vision statement for NNU that provides the framework to help fulfill the University's mission:

Guided by a vision of the Kingdom of God, Northwest Nazarene University seeks a more excellent way, to be a transforming learning community expressing the love of Jesus by forming scholars, nurturing disciples, serving the church, shaping the culture, redeeming the world.

Five vision imperatives emerged from this vision statement and are the foundation for key strategic areas providing focus and direction for the University. These strategic areas were introduced in the first of five three-year strategic plans, *Toward Century Two: The 2010-2013 Strategic Plan*, and will continue to shape the strategic plans in the years to come.

- Forming Scholars—Pursuing Truth, Seeking Wisdom
- Nurturing Disciples—Living in the Great Commandments
- Serving the Church—Covenant Partners in the Great Commission
- Shaping the Culture, Redeeming the Word—God's Creative and Redemptive Agents
- Partners and Resources—University Relationships and Assets

Each year, under the leadership of the President's Cabinet, mission and long-range planning are translated into a series of operational goals that are used to guide the University toward mission fulfillment and provide opportunities for annual assessment. These operational goals range from University-wide initiatives to school and department-level initiatives and are organized by the key strategic areas identified in the *Strategic Plan*. Each initiative is assigned to a person or group of people to provide oversight and be accountable to ensure completion of the initiative within the established time frame. A full-year review is conducted by the President's Cabinet each summer, which helps inform the process for developing the operational goals and initiatives and allocating resources for the following year. This annual initiative process is very systematic and particularly effective since it is closely aligned with the University's *Strategic Plan*.

As a part of the long-range planning process, in September 2009 the Board of Trustees approved a new *Campus Master Plan*. This document aligns closely with *NNU Vision 2025: A More Excellent Way* and is divided into seven phases to fully implement the plan that will guide the University in campus expansion and facility construction.

Plans are being laid and steps are being taken to properly prepare and position NNU for its 2013 centennial celebration. The 12-month centennial celebration will be launched during Homecoming festivities in November 2012.

Facilities

In March 2008, an arsonist set fire to the Johnson Sports Center, causing over \$3 million damage and loss of use of the building for five months. The facility was completely refurbished and restored to a better-than-its-previous-state condition. In fall 2008, the NNU sports complex was further enhanced with the construction of a new outdoor soccer field and an indoor soccer facility.

Construction of the Thomas Family Health and Science Center was completed in May 2009. This 50,000 sq. ft. facility was built for \$10 million given by generous alumni, friends, and individuals. The building houses the Schools of Science and Mathematics, and Nursing and Health Sciences, and contains state-of-the-art laboratories, classrooms, and a lecture hall.

Implementation of phase one of the *Campus Master Plan* is well under way. The lower three floors of the former science building was completely renovated and now houses the social work, counseling, and graduate education departments, as well as the Center for Professional Development (CPD). The previous Science Lecture Hall was remodeled and is now “The Little Theatre,” a multi-function performance facility used for both campus and local community events. In June 2011, the environmental services department relocated to a new 11,000 sq. ft. facility, vacating an outdated facility currently located in the middle of the future residential village. Schematic design drawings have been completed for construction of a new learning commons/Riley Library renovation and expansion. NNU is in the final days of the silent phase of a funding campaign for this project and based on additional fundraising efforts, the University anticipates breaking ground for the facility in 2013.

In anticipation of phases two and three of the *Campus Master Plan*, committees have completed program planning for a new Student Center and new Center for Ministry and Service, and are in the process of completing program planning for new residential facilities. NNU is also continuing to acquire parcels in the University’s path of progress. Until the land is actually needed, the acquired parcels are being used as rental properties.

Finance

Midway through the 2011 fall semester it became apparent that net institutional revenue had fallen below predictions. This required NNU to make mid-year budget corrections. The resulting 10% reduction in operating budgets accomplished the intended result. Although the year-end audited financials are not yet available at the time of this writing, the preliminary results indicate that the University finished favorable to the budget.

The University worked to create a 2012-13 budget that is conservative in both its revenue and expense projections. In order to plan for expenses and replenish reserves, it was determined that the University needed to find \$2.2 million in revenue and savings across the campus. The savings and cost reductions necessary to realize this were accomplished through a variety of initiatives including cost-cutting adjustments in all non-academic units, an early retirement program for faculty, a modest reduction in workforce, the consolidation of some small sections of classes, and adjustments to teaching/administrative load and full-time/ad adjunct teaching ratios. In addition, the University increased student fees in both

undergraduate and adult/graduate domains to generate additional revenue and is renegotiating key contracts with various vendors to find added savings for the University. All of these efforts have resulted in achieving the 2012-13 fiscally conservative budgetary goals.

In conjunction with NNU's centennial celebration, the University is also planning to launch a Centennial Fundraising Campaign that will become the largest capital and endowment fundraising initiative NNU has ever undertaken. In March 2012, the Board of Trustees approved the conceptual outline of *The Centennial Campaign for Northwest Nazarene University*. This endeavor will be a multi-year, multi-project campaign designed to grow the NNU endowment, support student aid and faculty teaching, and complete the next building phases of the *Campus Master Plan*. This approval gives the University Advancement staff permission to begin the silent phase groundwork needed before announcing this campaign to the public.

Academics

In fall 2011, President Alexander commissioned a task force to study and make recommendations regarding the academic structure of the institution. This group completed their work in January 2012 and made their recommendation for structural change to the President and the Board of Trustees in March 2012. The board voted to engage in a two-year process of transition from the existing structure comprised of six schools to a new structure made of two colleges—The College of Arts and Sciences (CAS) and the College of Adult and Graduate Studies (CAGS). There were many reasons for making this change but the most prominent is academic focus necessary for mission fulfillment. It has become increasingly difficult for the faculty and administration to operate with policies and committee structures that do not address the pedagogical differences between 18 to 22-year-old residential students and degree seeking adults in accelerated delivery undergraduate programs, as well as graduate and online programs. During the 2012-13 academic year, the faculty and administration will be engaged in a process of redesigning committee and academic structure to support the new administrative structure. It is anticipated that this process will be complete by fall 2014.

In March 2012, NNU signed an agreement with a third-party vendor, Capital Education (CapEd), to assist in marketing and hosting selected programs in the University's existing online master's degree programs in business, education, nursing, and religion. CapEd will host NNU's online programs in iCampus, their learning management system (LMS), and also assist the University in online marketing efforts, provide 24/7 IT support, and facilitate the collection of materials for admission. NNU will deliver all educational content, admit students, and hire faculty. This relationship is replacing NNU's current LMS contract with ANGEL for the fully online graduate programs, but the University has retained its relationship with ANGEL for face-to-face and hybrid programs. The present contract with ANGEL expires in approximately 18 months and the University will engage in a process of assessment regarding its LMS.

The following is a list of substantive changes approved by the Northwest Commission on Colleges and Universities (NWCCU) since the University's last full-scale evaluation in 2006:

- 2006 – Master of Divinity in Christian Education
- 2006 – Master of Divinity in Missional Leadership
- 2006 – Master of Divinity in Spiritual Formation
- 2008 – Educational Specialist in Educational Leadership
- 2008 – Master of Science in Nursing
- 2010 – Master of Arts in Youth, Church, and Culture
- 2010 – Master of Divinity in Youth, Church, and Culture
- 2010 – Master of Science in Counseling (in collaboration with Nazarene Bible College in Colorado Springs, CO)
- 2011 – Doctor of Education (EdD) in Educational Leadership

The following is a list of minor changes approved by the NWCCU since the University's last full-scale evaluation in 2006:

- 2008 – Bachelor of Arts in Cultural Studies
- 2008 – Bachelor of Arts in Intercultural Ministry
- 2008 – Bachelor of Arts in Special Education (Exceptional Child)
- 2008 – Bachelor of Arts and Bachelor of Science in Criminal Justice
- 2009 – Bachelor of Arts in Global Business
- 2009 – Bachelor of Science in Economics
- 2009 – Bachelor of Science in Engineering
- 2009 – Bachelor of Science in Management
- 2009 – Bachelor of Science in Marketing
- 2009 – Master of Arts in Teaching and Learning
- 2010 – Bachelor of Arts in Biblical Studies
- 2010 – Bachelor of Arts in Youth Ministry

Response to 2011 Recommendations

In response to the Year One Peer Evaluation Report, NNU received two recommendations that have been addressed and included within this report. The recommendations and a summary of the University's response to each of the recommendations are provided below.

Recommendation One

The evaluators recommend that Northwest Nazarene University (NNU) define mission fulfillment in the context of its purpose, characteristics, and expectations. We further recommend that, guided by that definition, NNU articulate institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment (Standard 1.A.2).

Following the Year One review and recommendations by the NWCCU, the VPAA and the Director of Assessment undertook the task of rewriting the section of the report entitled "Interpretation of Mission Fulfillment." The new statement—included in Standard 1 below—has been reviewed and edited by the University President and the school deans. In addition, it will be sent to the Board of Trustees for their review and approval at the fall meeting of the board.

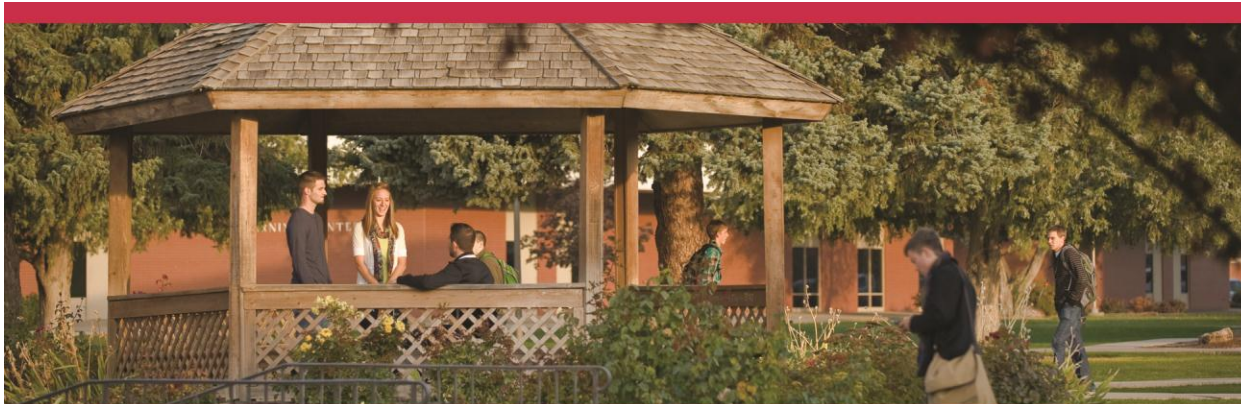
Building on the work done in preparation for the Year One Report, over the past year the University has continued to articulate institutional outcomes and define acceptable thresholds for mission fulfillment. As a result, many of the institutional outcomes have been revised and appropriate thresholds have been established. Progress in this regard is noted in the Assessment Table in Appendix A.

Recommendation Two

The evaluators recommend that Northwest Nazarene University (NNU) continues to refine some of its assessment indicators to be meaningful and verifiable (Standard 1.B.2).

NNU continues to review and refine the assessment indicators and acceptable thresholds for each of the core themes indicated in Standard 1 below. In response to the recommendation of the Commission, the University has modified nearly 30% of its assessment indicators to be more meaningful and verifiable and has altered the acceptable thresholds to make them more measurable. Progress in this regard is noted in the Assessment Table in Appendix A.

This work will continue as assessment data is collected over the next two years. Faculty, administrators, and the Board of Trustees will continue to work together to assess and modify these indicators as the institution moves toward its next review. During the 2012-13 academic year, faculty will be engaged in the process of structural reorganization to be completed in fall 2014. As a part of that process, each college will examine the extent to which it contributes to the fulfillment of the University's mission. The Undergraduate and Graduate Academic Councils will review and make recommendations for changes to the objectives, key indicators, and assessments. Any changes will be sent to the appropriate subcommittee of the Board of Trustees for approval.



Standard 1: Mission, Core Themes and Expectations

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. Additional information about each of these requirements is provided throughout this report.

Authority (2)

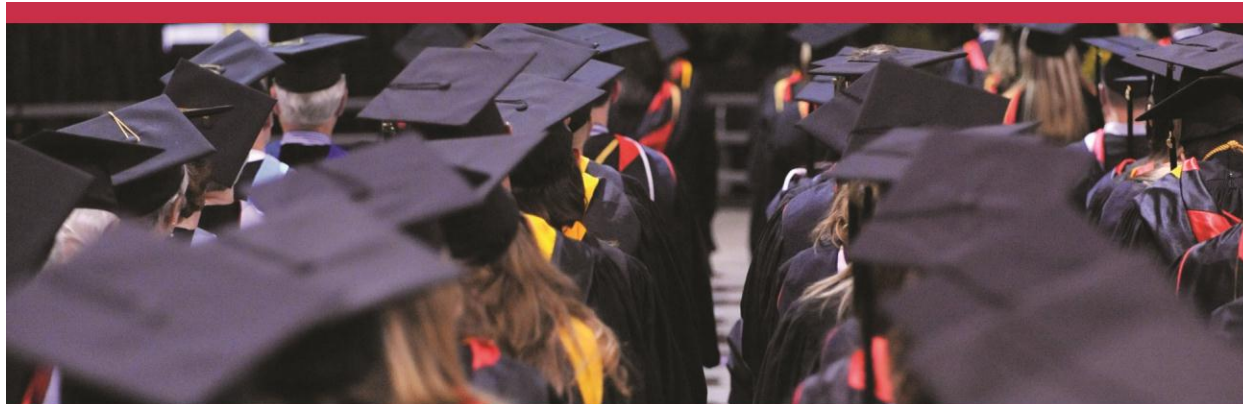
NNU is authorized by the State of Idaho to grant degrees and has formal authority from its Board of Trustees representing its sponsoring organization, the Church of the Nazarene, to offer educational programs and grant degrees.

Mission and Core Themes (3)

The most recent review and revision of the mission statement occurred during the 2009-10 year. Under the leadership of President David Alexander, the Board of Trustees, NNU Foundation 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 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 were 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 statement that was reviewed and approved by the Board of Trustees in March 2010.

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

In preparation for the NWCCU Year One Self-evaluation Report, it was determined that the four values that emerged from this mission review and revision process—Transformation, Truth, Community, and Service—would serve the University well as our four core themes since they embody the essence of NNU.



Mission and Goals

Mission, Identity, Foundation, 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.

Identity

Northwest Nazarene University is a Christian university of the liberal arts, professional, and graduate studies. The University is grounded in the Wesleyan-Holiness tradition and is an educational expression of the Northwest Region of the Church of the Nazarene.

Foundation

Northwest Nazarene University is founded upon belief in and relationship with the One Triune God—Father, Son and Holy Spirit. Therefore, we seek to build our lives and the practices of the University upon the Kingdom of God as revealed in Jesus.

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.

Since its adoption by the Board of Trustees in March 2010, the NNU mission statement has been widely published and embraced by the campus community. During the 2010-11 and 2011-12 school years, President David Alexander challenged all NNU personnel and students to memorize the mission statement and make it a significant part of the University's ethos.

Interpretation of 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; they 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 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 academe. 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. The 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 will be engaged in God's redemptive activity in the world.

Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Specific objectives for each of the core themes are described in detail in the following section of this report. The University is in the process of identifying and developing key indicators that will be used to assess each of these objectives. Acceptable thresholds for mission fulfillment have been identified and are explained in the rationale section for each indicator. In general, the University will consider its mission to be acceptably fulfilled if: 1) NNU graduates students who meet the acceptable threshold on 80% of the objectives (for indicators involving students), 2) NNU meets the acceptable threshold for other institutional indicators, and/or 3) NNU shows evidence for a plan to correct either performance or indicators that do not meet the acceptable thresholds.

Finally, NNU seeks to establish a culture where continuous improvement is normative. Therefore, we intend to review the levels of acceptable mission fulfillment regularly and, when appropriate, raise them.



In 2009-10, when the University went through an extensive process to rearticulate its mission, the four values of transformation, truth, community, and service emerged as especially salient to the new mission. During the 2010-11 academic year, the faculty, school deans, and administration periodically revisited these values and reached the conclusion that they represent major, interdependent areas that manifest essential elements of the mission and collectively encompass and expand upon the University's mission.

The pages that follow contain tables that map the University's objectives, indicators, and acceptable thresholds related to the fulfillment of each core theme.

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 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 their thinking is altered in an instant, more often transformation occurs as the product of long-term exposure and experience.

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 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: Students will move/grow from information recall toward evaluation, analysis, synthesis, creativity, and application.		
	Indicator	Acceptable Threshold
1	Students' improvement in scores on assessment measures of evaluation, analysis, synthesis, creativity, and application	Acceptable scores (at or above national norms) on the CAAP or CLA assessment from the freshman year to the senior year
2	Students' growth toward higher-level thinking demonstrated in their written work	Comparison of senior year essays to first-year essays demonstrates that seniors have reached or exceeded acceptable scores (defined by GE and departmental rubrics)

Rationale

Indicator one can be assessed using the nationally-normed Collegiate Assessment of Academic Proficiency (CAAP) and the Collegiate Learning Assessment (CLA) to measure the amount of improvement in students' ability to evaluate, analyze, synthesize, and apply information between their freshman and senior years. NNU defines acceptable improvement as meeting the national norms for these assessments. Comparisons of these skills and abilities in student writing between papers in the freshman Cornerstone course and the senior Capstone courses will also provide relevant data. The Peregrine Exam is used in some of NNU's graduate programs as a pre/post assessment. These data are meaningful because they allow the institution to assess student growth and measure student performance compared to other universities.

Indicator two is assessable using General Education (GE) and departmentally-developed assessment rubrics based on outcomes unique to students' major programs, as well as Cornerstone (first-year) versus Capstone (senior year) writing comparisons. These data are meaningful because they provide information about the growth of students' higher-level thinking generally and specifically in their major fields of study and in preparation for further education or the workforce. Rubrics for the assessment of writing samples in Cornerstone vs. Capstone courses are being developed based on the University core values. In Cornerstone, students write on the meaning of the core values within the context of what they know as incoming first-year students. In Capstone courses, students are asked to reflect on their time at NNU and their personal acquisition of the institutional core values in the context of their major.

Objective Two: Undergraduate students will be able to articulate their own beliefs and practices while respecting diverse points of view and the people who hold them.		
	Indicator	Acceptable Threshold
1	Students can intelligently discuss their own personal beliefs and practices and their commitment to them in writing	80% of undergraduate students can articulate their own beliefs and practices in writing as assessed by a rubric
2	Students demonstrate attitudes and behaviors that reflect understanding of and respect for beliefs and points of view that are different from their own	A majority of graduating students express an increased acceptance of others who hold differing points of view on the YFCY, CSS, and cross cultural essays

Rationale

Indicator one can be assessed utilizing students' writing samples from Introduction to Christian Theology and upper level theology or biblical literature courses. These samples provide a meaningful way to document students' personal beliefs and practices, and their ability to articulate growth and commitment to them. In theology and biblical literature courses, students are required to write a paper that reflects on their own faith journey. These papers are assessed using a rubric (designed within the School of Theology and Christian Ministries) that determines whether students have adequately articulated their beliefs.

Indicator two can be measured using data from Your First College Year (YFCY) and the College Student Survey (CSS). These self-report data of students' beliefs and values reflect their ability to understand and respect beliefs and points of view different from their own. YFCY and CSS each have indicators that compare NNU students to national scores and to comparison group schools similar to NNU. An acceptable threshold of mission fulfillment will be for NNU students to score similarly to students from comparison group schools on indicators of acceptance of diversity. In addition to these indicators, as a part of the cross-cultural requirement in the GE program, NNU requires students to write a cross-cultural essay. These essays are scored by a rubric that measures acceptance of cultural differences.

Objective Three: Undergraduate students will grow and develop in their understanding of who Christ is and in personal expression of Christlike character.		
	Indicator	Acceptable Threshold
1	Students increase and deepen their knowledge of biblical themes, particularly those relating to the life of Christ	Statistically significant improvement in pre/post test scores (Course-specific assessment)
2	Students' participation in curricular and co-curricular activities that demonstrate personal expression of Christlike character	Participation by more than 50% of students in service learning opportunities. CIRP and CSS data will also be used

Rationale

Indicator one is assessable using pre/post assessments administered at the beginning and end of specified biblical literature and theology courses to measure student improvement. It is meaningful because it measures improvement in students' knowledge and understanding of biblical themes, particularly the life and teachings of Christ. This is a new indicator for NNU that does not yet have comparable peer data. The University will need to administer this assessment a few times to establish a baseline for an acceptable threshold for mission fulfillment. There are certainly other inputs that might affect the success of this indicator, such as chapel, dormitory-run Bible studies, and abide mentoring groups. The University is still trying to determine the best way to assess the effectiveness of these other inputs on this indicator.

Indicator two examines behaviors that can be tracked using participation records of curricular and co-curricular activities that provide opportunities for students to develop and exhibit the personal expression of Christlike character. While this might seem like an input rather than an outcome, NNU believes that participation in service-oriented activities is the outcome of character development. In addition, there are some data from the Cooperative Institutional Research Program (CIRP), YFCY, and the CSS that speak to the qualities addressed in this objective. Measuring this indicator is particularly meaningful because of the centrality of these characteristics to NNU's mission.

Objective Four: Undergraduate students will gain a better understanding of the world by engaging in cross-cultural experience, reflection, and analysis.		
	Indicator	Acceptable Threshold
1	Number of students (%) participating in study abroad programs or Tier I, II, and III cross-cultural program activities	Participation by more than 10% of students in Tier I or study abroad programs. All other undergraduate students complete Tier II or Tier III activities

Rationale

Indicator one is assessed using data currently being collected by the Director of the Cross-Cultural Program. In recent years, NNU has placed an increased emphasis on helping 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 Tier I, Tier II, and Tier III experiences. Tier I 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. Tier II and Tier III experiences are less immersive, but no less intentional, and seek to fulfill the same overall objectives as Tier I experiences. The indicator is meaningful because it identifies the number of students annually who choose to participate in a Tier I activity (including study abroad programs) to fulfill their cross-cultural requirement and also encompasses all other undergraduate students who participate in Tier II and III activities. Ideally, NNU would like all students to participate in a Tier I experience. The initial acceptable threshold for Tier I is low (10%); however, the desire is to increase this number to 50% as more programs become available for students to participate in.

Objective Five: The University will utilize assessment data to reform, revise, and reinvent its operations and curriculum as needed.		
	Indicator	Acceptable Threshold
1	Changes to curricular and co-curricular University policy, programs, and practice are made based on analysis of available data	Majority (>50%) of faculty and staff report that assessment data is used in the decision-making process

Rationale

This indicator is assessable utilizing minutes from faculty councils and committees, particularly the Undergraduate and Graduate Academic Councils, and General Education Council. In addition, a specific item on the Institutional Ethos Survey administered every two years will be used as a possible indicator. The reliability and validity of this indicator, however, have yet to be established. It is meaningful because it focuses on utilizing assessment data to drive change at the institutional level.

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. 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 that 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: Undergraduate students will acquire a broad base of knowledge from across the liberal arts disciplines.		
	Indicator	Acceptable Threshold
1	Undergraduate students will achieve the outcomes described in the GE curriculum of the University	Undergraduate students will successfully complete the GE curriculum
2	Undergraduate students' performance on a nationally-normed GE test	Undergraduate students will score at or above the national mean on the CAAP exam

Rationale

Indicator one can be assessed using evidence from students' performance in required GE courses and their ability to use the knowledge and skills of the liberal arts core in the courses in their major. It is meaningful because it measures the degree to which students achieve the GE outcomes of the University. The GE outcomes represent the careful articulation of the NNU faculty's definition of a liberally-educated person. Though locally defined, the faculty is tasked with overseeing the breadth and rigor of the GE curriculum.

Indicator two is assessable because it uses the CAAP exam. It is meaningful because the CAAP exam is a nationally-normed assessment that measures student understanding of knowledge from across the liberal arts disciplines. NNU has previously used this assessment in this way. Success will initially be defined as meeting the national averages of the exam.

Objective Two: Students will be able to collect, validate, analyze, and evaluate information for its reliability and truthfulness.		
	Indicator	Acceptable Threshold
1	Students will be able to use academic resources including library, Internet, and other media to gather useful information	The majority of students will use academic resources to successfully complete research writing assignments in GE courses
2	Student improvement in their ability to effectively select, critique, and evaluate information	75% of graduating seniors will show improvement in their critical use of sources rubric score
3	Students will accumulate portfolios of research papers, conference presentations, and publications	Departmentally-set percentage based on departmental outcomes

Rationale

Indicator one is assessable because it utilizes research-writing assignments required in specific GE courses in which students demonstrate their ability to use academic resources and determine the reliability and truthfulness of information. In several first-year courses, faculty members require their students to participate in sessions on how to effectively use library resources. Indicator one is meaningful because it measures students' ability to use library resources to collect and evaluate information for its reliability and truthfulness based on the skills they learn.

Indicator two is (perhaps) one of the most important things that education in the 21st century must do. It is meaningful because it measures students' ability to analyze and evaluate information for its reliability and truthfulness. NNU is still working to determine how this indicator might be meaningfully assessed and what an acceptable threshold of success might be.

Indicator three is assessable because it uses student portfolios. It is meaningful because it measures the number of student research projects produced that demonstrate students' ability to collect, validate, analyze, and evaluate information for its reliability and truthfulness. The engagement of students in the life of the mind is a critical part of the educational process. In some disciplines, this engagement results in products that can be collected and assessed. Those departments with research components have determined the acceptable threshold for research, publications, and presentations. Often (though not always) these projects are tied to a Capstone or Senior Seminar experience. Original research as presented by students in this way represents the epitome of the pursuit of knowledge and is, therefore, representative of this core theme.

Objective Three: Students will establish a pattern of learning that prepares them for a life-long learning journey.		
	Indicator	Acceptable Threshold
1	Students will establish habits of seeking knowledge through reading, reflection, and study	Students report (SmartEvals, YFCY, and CSS) that their study habits are comparable to their peers in the majority of classes
2	Academic progress (retention) and graduation rates	Retention, 80% year by year, graduation from NNU, 60% undergraduate (6 year), 80% graduate programs
3	Student-athlete academic success	Above average academic achievement compared to peer institutions in the NCAA DII
4	Students will develop patterns of learning about the world they live in by attending concerts, exhibitions, public lectures, and museums	Students' attendance at academic events will increase from the freshman year to the senior year of study

Rationale

Indicator one is assessable because it uses an indicator that is a part of the end of course evaluation, as well as national test score data. It is meaningful because it seeks to establish a baseline for study habits such as reading, reflection, and study. Though the reliability of this indicator may be imperfect, the University is asking students to self-report their commitment to study and compare that to their peers. NNU must determine whether peer group study habits are at a threshold the institution finds to be acceptable.

Indicators two and three are assessable because they utilize academic progress rates, graduation rates, and student-athlete academic awards. This indicator is important because it measures students' preparation for life-long learning by linking academic success and their ability to establish effective patterns of learning.

Indicator four can be assessed using attendance records and self-reporting at various academic events. This indicator is meaningful because in addition to individual study habits, NNU seeks to create a university environment where students will choose to engage in the corporate pursuit of the life of the mind. NNU believes that attendance at academic events forms a habit of curiosity that will be carried into adult life. At the time of writing, the institution does not have enough data on this indicator to set an acceptable threshold for defining success.

Objective Four: Undergraduate students will be able to distinguish between temporal truth/knowledge and eternal truth/scripture, while integrating points of contact between them.		
	Indicator	Acceptable Threshold
1	Students will successfully articulate the difference between assertions of truth as being either temporal or eternal	A majority of students will demonstrate a deeper understanding of the concept of truth

Rationale

This indicator is assessable because it utilizes writing assessments used in philosophy and upper division theology courses to measure students' ability to articulate the difference between assertions of eternal Truth as found in scripture and described in theology, compared to assertions of truth here described as temporal, such as those found in the arts, physical and social sciences, and humanities. In our assessments, eternal truth will be limited to a subset of propositions within the Christian faith—the core tenants. Most of these are found in either scripture or in historical Christian theology. The University acknowledges the tension articulated in this objective and is committed to its exploration. This is particularly important at NNU because we attempt to measure students' ability to grapple with and make distinctions between the claims of truth made in scripture or in the expressions of our faith and those from arts, sciences, humanities, and professions.

Objective Five: Students will develop an appropriate level (graduate or undergraduate) understanding of an academic discipline.		
	Indicator	Acceptable Threshold
1	Student scores on tests of achievement on disciplinary exams and passing rate on tests for certification and professional licensure	75% of students score at or above the 50 th percentile on various exams
2	Graduate school acceptance (numbers/rates)	Increased number of students applying and being accepted into graduate schools
3	Graduates surveyed report satisfaction with their overall job preparation for the workforce	70% of graduates surveyed report satisfaction with their preparation for the workforce
4	Internship providers surveyed report interns meet or exceed overall job preparation expectations	80% report that students meet or exceed expectations
5	Employers and advisory boards surveyed report competence in students' overall job preparation	80% report that students meet or exceed expectations

Rationale

Indicator one assesses disciplinary achievement using a variety of field-specific tests for certification and professional licensure (Praxis for education department) and exit achievement exams (ETS major fields tests for the biology, business, chemistry, computer science, history, mathematics, music, physics, political science, and psychology departments). At the graduate level, the Peregrine Exam is used in the MBA program. This indicator is important because it measures the students' ability to meet "industry standards" for academic skills and knowledge within their discipline.

Indicator two is assessable because it uses the number of students applying and being accepted into graduate school and the overall acceptance rates. It is important because it measures the academic preparedness of students in their major field of study.

Indicators three, four, and five are assessable because they utilize internship supervisor evaluations, advisory board program surveys, and alumni surveys, which are designed to answer the question, "How well does the coursework and experiences at NNU prepare students to be successful in their careers?" They are important because they will be used to help identify where NNU programs are not aligned with the on-the-job skills required to meet the needs of employers. The percentages assigned to the acceptable threshold are still a work in progress.

Objective Six: The University will foster research, publication, and other forms of truth/knowledge dissemination by faculty, staff, and students.		
	Indicator	Acceptable Threshold
1	Number of faculty and student publications, presentations, and performances	Departmentally defined
2	Percentage of faculty and students engaged in organized and independent research, creative projects, and other scholarly activities	Departmentally defined
3	Number of grant applications and awards	Annual increase in awards

Rationale

Indicators one and two are assessable because they utilize the quantity of faculty and student publications, presentations, and performances, as well as the percentage of individuals on campus engaged in such activities. They are important because they measure the breadth and scope of scholarship and other creative activity at the University. Acceptable levels and types of scholarly activity will vary across campus, and therefore, are in the process of being defined by departments.

Indicator three is assessable because it tracks data that can be collected and compared over time. It is important because it measures additional resources and support for research at the University by tracking the number of grants applied for and received.

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. We believe that education flourishes in community through co-curricular learning and living experiences that enrich and reinforce academic learning. Indeed, neither the process of transformation nor the robust exploration of truth should occur in a vacuum. Community forms, reinforces, corrects, and propels our academic endeavors.

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.

Objective One: Students, faculty, and staff will establish and maintain healthy relationships where people who hold diverse points of view are valued.		
	Indicator	Acceptable Threshold
1	Students, faculty, and staff perceive that they are valued members of the NNU community	Greater than 90% of students, faculty, and staff report they are valued
2	Student retention rate	80% year-to-year
3	Breadth of geographic and international backgrounds of students	Increase the percentage of out-of-region and international students
4	Diversity of faculty and administrators in ethnicity, age, and gender	Increase diversity

Rationale

Indicator one is assessed using a variety of survey instruments that measure student, faculty, and staff perceptions of their degree of connectedness to the University. The University has developed an Institutional Ethos Survey that is administered to faculty and staff and provides a means for assessing this indicator. Additionally, the CIRP, YFCY and CSS provide useful student data. This indicator is important because it measures the degree to which individuals perceive that they are valued and involved in the life of the institution.

Indicator two is tracked using student retention data currently being collected. Based on the supposition that students who have established healthy relationships and feel accepted will want to remain a part of the campus community, and conversely, those students who don't feel as accepted will not be as likely to continue their education at NNU, student retention rate data will be used as a measure. It is important because it measures whether students have established healthy relationships and feel accepted on campus.

Indicators three and four are assessable using currently available demographic data that includes the geographic and international backgrounds of students, as well as the generational and ethnic backgrounds of faculty. These data are important to NNU because we value diverse cultural points of view and the richness they bring to the learning community, and this information helps us track the efforts the University has been making to increase diversity on campus. At this time NNU has not set diversity threshold target percentages.

Objective Two: Students, faculty, and staff will develop and consistently participate in acknowledged Christian practices.		
	Indicator	Acceptable Threshold
1	Faculty and staff report regular church involvement	Faculty and staff—100%
2	Students, faculty, and staff report consistent practice of personal devotional activities	Majority reporting consistent personal devotional activities

Rationale

Indicators one and two are assessed using surveys of Christian practices for students, faculty, and staff. Additional data for faculty and staff can be obtained from the existing faculty and administration self-evaluation and review process. They are important because they measure the degree to which students,

faculty, and staff participate in Christian practices valued by the University. Participation in the disciplines of personal and corporate faith is an important indicator of community. NNU requires this of its employees, but not of its students.

Objective Three: Students, faculty, and staff will learn how to live balanced lives of personal integrity, stewardship, and accountability.		
	Indicator	Acceptable Threshold
1	Students, faculty, and staff report personal habits consistent with the lifestyle expectations of the University	100% for full-time employees, majority of students

Rationale

This indicator is assessable because it utilizes personal reflection assessments completed by students, faculty, and staff. At NNU, the institution operates as an extension of the Church of the Nazarene. While not all members of the University community are also members of the Church of the Nazarene, the University asks each student, faculty, and staff member to adhere to the lifestyle statements embraced by the Church. In some sense, the University community is defined by what we do or don't do. Faculty, staff, and students choose to join the NNU community and voluntarily agree to abide by our lifestyle commitments. This indicator is important because it allows the University to measure the degree to which students, faculty, and staff embrace the lifestyle expectations of the University.

Objective Four: The University will create a positive institutional atmosphere by maintaining a supportive working, learning, and living environment.		
	Indicator	Acceptable Threshold
1	Students, faculty, and staff perceive that the University has a positive institutional atmosphere	Mean scores on the Institutional Ethos Survey are at least "good" or higher
2	Student, faculty, and staff participation in health-related activities (wellness programs and use of recreational facilities)	Regular increases in number of events/activities and participation rates
3	Rate of faculty and staff turnover	Low annual turnover rate
4	Number of campus safety incidents involving potential threat or harm	Annual decrease in the number of incidents
5	Faculty, staff, and student satisfaction with library and IT resources and services	Mean satisfaction rates are at least "good" or higher
6	Number of employees and their level of contribution to the annual fund	Annual increase in participation and level of giving
7	Progress in the development of facilities according to the <i>Campus Master Plan</i>	Accomplishment of phases within the <i>Campus Master Plan</i>

Rationale

Indicator one is assessable using the Institutional Ethos Survey. It is important because it measures the degree to which NNU has established a positive institutional atmosphere with a supportive working, learning, and living environment.

Indicator two is assessable by collecting and tracking program and facility usage data. It is important because it measures the degree to which students, faculty, and staff take advantage of the health-related activities offered by the University.

Indicator three is assessable because it tracks faculty and staff turnover. It is important because it measures the degree to which the University provides an enjoyable and supportive working environment.

Indicator four is assessable because it uses campus safety and emergency preparedness data collected annually by the University. It is important because it measures the degree to which the University provides a supportive living and working environment for the campus community.

Indicator five is assessable using data taken from regularly administered surveys of students, staff, and faculty. It is important because improvement in services is based on our awareness of the satisfaction and needs of the users of these resources.

Indicator six is assessable using data that is currently collected and tracked through the Office of University Advancement. It is important because one measure of the satisfaction and commitment of the members of the NNU community to the mission and programs of the University is their willingness to contribute financially to the Annual Fund.

Indicator seven is assessable by tracking the progress the University is making in the development of facilities in accordance to the *Campus Master Plan*. It is important because it measures the degree to which the University is developing and expanding the campus to meet student and programmatic needs.

Objective Five: Students, faculty, and staff will be engaged in campus life through attendance and/or participation in campus events and activities.		
	Indicator	Acceptable Threshold
1	Student, faculty, staff satisfaction with quality of events and activities offered on campus	Mean satisfaction rates are at least “good” or higher
2	Student, faculty, and staff attendance at chapel services, athletic events, theatrical presentations, concerts, recitals, special academic lectures, and campus-wide celebrations	Attendance expectations are still to be defined
3	Active student involvement in student government, clubs and organizations, athletic and intramural teams, music, forensics, and drama	Percentage of student involvement is still to be defined

Rationale

Indicator one is assessable using the Institutional Ethos Survey. Indicator two is assessable by collecting and tracking data on attendance at chapel services, athletic events, theatrical presentations, concerts, recitals, special academic lectures, and campus-wide celebrations. These indicators are important because attendance at campus activities and events not only suggests, but contributes to, the satisfaction students, faculty, and staff experience by being a part of the NNU community.

Indicator three is assessable by tracking student involvement in co-curricular activities. It is important because it measures the level of engagement in student government, clubs and organizations, athletic and intramural teams, music, forensics, and drama groups.

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.

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 and healing, peace and justice to the communities in which they live.

Objective One: Students, faculty, and staff will apply their knowledge to engage in solving real-world problems.		
	Indicator	Acceptable Threshold
1	Students and faculty collaborate on projects in and out of class that address real-world problems	Increased number of projects and use of case study learning
2	Students are involved in service projects on and off campus	Student participation in at least one service project prior to graduation

Rationale

Indicator one is assessable by collecting data from faculty about the use of case studies, laboratory exercises, internships, and community projects in their courses. This indicator is important because it teaches students how to creatively engage with the world, as well as preparing them for service. NNU is still gathering data on present levels of faculty-student engagement. Consequently, the institution is hesitant to set a threshold until we know more about present levels of engagement on this indicator.

Indicator two is assessable by collecting and tracking the number and nature of the service projects that students participate in, including those initiated by the University as well as those they are involved in through community agencies and churches. Involvement in service is important because at NNU, we believe that it is a natural and important part of the Christian life. Therefore, the University believes that each student should participate in at least one service project prior to graduation.

Objective Two: Students, faculty, and staff will engage in servant leadership roles on campus, in their churches, and in other organizations.		
	Indicator	Acceptable Threshold
1	Student, faculty, and staff involvement in servant leadership training	10 % involvement annually
2	Students, faculty, and staff serve in leadership roles on campus	Student government and volunteer organizations are adequately staffed by students, faculty, and staff
3	Students, faculty, and staff serve in leadership roles in churches and organizations locally, nationally, and internationally	20 % student involvement; 90% employee involvement annually

Rationale

Indicator one is assessable because it uses records of student, faculty, and staff participation in servant leadership training activities. It is important because it measures the degree to which campus community members are engaged in leadership training. The low threshold for success represents the fact that not all students, faculty, and staff will need to participate in leadership training on a regular basis.

Indicators two and three are assessable because they use records of students' service activities sponsored by Student Development and Campus Ministries (Bible study leaders, resident assistants, peer mentors, etc.), as well as faculty rank improvement portfolios and departmental reviews. They are important

because they measure engagement by tracking leadership roles that students, faculty, and staff assume on campus, in churches, and in organizations locally, nationally, and internationally. NNU is committed to engaging the world around us through service.



Standard 2: Resources and Capacity

Executive Summary of Eligibility Requirements 4 – 21

The following is a brief summary of how NNU meets the commission's eligibility requirements. The University is in full compliance with these eligibility requirements. Additional information about each of these requirements is provided throughout this report.

Operational Focus and Independence (4)

As a Master's/L University based on the Carnegie Classification of Institutions of Higher Education, the institution's programs and services are predominantly concerned with higher education. NNU's *Articles of Incorporation* and *Bylaws* describe the organizational and operational independence, as well as the responsibility for seeking and maintaining accreditation from the NWCCU.

Non-discrimination (5)

The institution is governed with respect for those who work and those who learn. The governance and administrative practices of the University are humane and non-discriminatory toward students, faculty, and staff within the framework of the educational and service needs of its constituency. NNU's policies provide clear guidelines on non-discrimination and how legitimate claims are resolved.

Institutional Integrity (6)

NNU strives to maintain integrity in fulfilling its institutional mission, policies, and procedures. The institution maintains a comprehensive set of policies to ensure that it exemplifies and advocates the highest ethical standards in the University's management and operations, as well as its dealings with students, the public, organizations, and external agencies.

Governing Board (7)

The 40-member Board of Trustees provides University oversight concerning the quality and integrity of the institution. The roles, responsibilities, and authority of the board are defined in the NNU *Bylaws* and *Trustees Policy Manual*. No member of the board has a contractual or personal financial connection to the institution.

Chief Executive Officer (8)

NNU is led by Dr. David Alexander, University President, who is appointed by the Board of Trustees and has full-time responsibility for the institution. Neither the University President nor an executive officer of the University chairs the Board of Trustees. The board is chaired by Dr. Randall Craker of Spokane, WA, District Superintendent for the Northwest District Church of the Nazarene.

Administration (9)

NNU employs a sufficient number of qualified administrators who manage operational functions necessary to achieve the University's mission and core themes (see Organizational Chart). The University is organized into six sectors, each led by a full-time vice president who sits on the President's Cabinet. The vice presidents work collaboratively across institutional functions and units, and chair or oversee key committees in their areas. School deans have dual roles as both administrators and faculty members and provide leadership for the academic schools under the purview of the VPAA.

Faculty (10)

NNU employs 104 full-time teaching faculty, which is sufficient to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its bachelor's, master's, and doctoral programs. Over 75% of these faculty members hold terminal degrees in their fields of study. Faculty members are involved in the development of institutional policy, academic planning, curriculum development and review, student academic advising, and institutional governance. Faculty members are assigned teaching and advising responsibilities in the areas of their expertise, and are evaluated following a rank and tenure system established by the faculty and contained in the *Faculty Policy Manual*.

Educational Program (11)

NNU offers undergraduate degrees in 35 majors covering more than 60 areas of study, master's degree programs in 11 disciplines, and an EdD degree in educational leadership. The undergraduate majors and graduate degrees offered by the University are consistent with its mission, are based on recognized fields of study, and have adequate resources. Many of the programs hold professional accreditation.

General Education and Related Instruction (12)

Students graduating from NNU are required to complete a GE program consisting of 55-57 credits for all baccalaureate programs. All baccalaureate and graduate programs have a planned program of major specialization or concentration related to the field of study and type of degree (e.g., BA, BS, MA, MS, MSN, and EdD). The University does not offer associate degree programs.

Library and Information Resources (13)

NNU strives to provide a wide range of library and information resources to meet the academic needs of students, faculty, and staff. The library contains more than 120,000 print monograph holdings, 13,000 print serial back files, over 75,000 e-books, and access to over 40,000 full-text journals and newspapers through licensed databases for use by campus-based and online students.

Physical and Technological Infrastructure (14)

NNU owns and maintains 31 buildings on its main campus totaling 652,796 square feet and also leases space at extension campus sites. NNU's campus-wide technology infrastructure is strong and includes wireless access throughout the campus, the availability of instructional technology in all classrooms (including extension campus sites), and the offering of graduate programs in totally online formats.

Academic Freedom (15)

Academic freedom is a critical component of the intellectual and scholarly well-being of the University. As a result, NNU maintains an appropriate degree of academic freedom within the framework of its mission, the faculty contract, and University policy. Freedom to speak and act responsibly is the right of all members of the academic community. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study.

Admissions (16)

Admissions policies and procedures that describe the characteristics and qualifications appropriate for all of the institution's programs and degrees are published in the *Undergraduate* and *Graduate Catalogs*, as well as on the University website. NNU adheres closely to those policies in its admission procedures and practices.

Public Information (17)

Current and archived versions of the *Undergraduate* and *Graduate Catalogs* are made available online at www.nnu.edu/academics/registrar/catalogs, and are also made available in print format upon request. These documents provide current and accurate information as required by the Commission. Additional information is published on the University website.

Financial Resources (18)

NNU enjoys sufficient cash flow to meet its operational demands throughout the fiscal year and support its programs and services. The University has a manageable level of debt, sound investments, and internal controls adequate to achieve its mission and goals.

Financial Accountability (19)

The institution's financial records are externally audited annually by Eide Bailly, an independent certified public accountant firm. The audit is conducted in accordance with Generally Accepted Auditing Standards (GAAS) and includes findings summarized in a management letter. The Audit Committee of the Board of Trustees reviews the audit report and the Vice President for Financial Affairs (VPFA) generates an appropriate action plan for any specific items identified in the audit report.

Disclosure (20)

NNU discloses to the NWCCU any and all such information as the Commission may require in carrying out its evaluation and accreditation functions.

Relationship with the Accreditation Commission (21)

NNU accepts and complies with the standards and related policies of the NWCCU as currently stated or as modified in accordance with Commission policy. The University also agrees that the Commission may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission.



Governance

NNU is one of nine colleges and universities of the Church of the Nazarene in the United States. It operates within the framework of the actions of a quadrennial General Assembly of the Church of the Nazarene, including the assignment of its geographical region and its affiliation with other Nazarene colleges and universities through the U.S./Canada Council of Education.

NNU's *Articles of Incorporation* have been approved by a majority vote of two-thirds of the District Assemblies of the Church of the Nazarene in the Northwest Region USA. Any revision of the articles must also be ratified in the same manner. Any distribution of assets, if necessary upon dissolution of the corporation, rests with the governing board and must be distributed for purposes consistent within the meaning of section 501 (c) (3) of the Internal Revenue Code (1986) and be related to the Church of the Nazarene, should the Church of the Nazarene continue in existence.

The Board of Trustees is proportioned according to church membership in each of the seven districts within the Northwest Region USA, with 38 members of the 40-person board coming from these districts. The board has sole governing authority, except as specified in the preceding paragraph. The President of the University and the President of the NNU Alumni Association Board of Directors are ex-officio trustees with voting privileges. Thus, the University enjoys considerable autonomy within its governance structure to function in its best interests as determined by the governing board.

System of Governance (2.A.1)

The University's governance system adequately identifies the various policy and administrative domains and provides for broad and meaningful participation in the formation of institutional policies—both internal to the campus and with the governing board. The governance system is designed to facilitate communication and ownership of decisions and policies once they are determined.

The domains of governance are stated in the various policy documents including the *Articles of Incorporation*, *Bylaws*, *Trustees Policy Manual*, *Faculty Policy Manual*, and *University Staff Policy Manual*. The domains of trustee governance, management responsibility, and faculty prerogative are clearly explained and honored. As can be expected, there are many issues that do not fit comfortably within a single domain and, as a result, the exercise of shared governance is recognized and practiced. Policies that govern revisions to these documents can be found within each.

This sharing of responsibility for governance occurs jointly between the Board of Trustees, the faculty, and the University staff. The trustees designate the faculty chair, vice chair, and four faculty members as elected by the faculty to serve as participants with the trustees in both plenary and committee meetings of

the board. This privilege is also extended to the President of the Student Government Association (SGA), the Chair of the NNU Foundation Board of Directors, and the President of the regional Nazarene Youth International organization.

Faculty and staff members serve on a number of administrative councils and committees as appointed by the President and vice presidents. These are annual appointments and include such functions as grievances, honorary degrees, human research, technology, e-learning, academic ceremonies, student academic progress, admissions and recruitment, retention, communications, marketing, affirmative action, chemical hygiene, campus safety, student financial aid awards and appeals, institutional animal care and use, community life, counseling, entertainment evaluation, student life policy and discipline, and spiritual life. As a part of faculty governance, faculty members also serve on faculty councils and committees.

Students also are appointed to faculty and administrative councils and committees by the SGA President, the University President, or his designee. Students serve on the Athletic Council, General Education Council, Graduate and Continuing Studies Council, Teacher Education Council, and Undergraduate Academic Council. They also serve on administrative councils and committees including the Community Life Board, Counseling Committee, Entertainment Evaluation Committee, Institutional Animal Care and Use Committee, Student Life Policy Council, and University Spiritual Life Committee.

Multi-unit Governance System (2.A.2)

As an independent university, NNU is not a member of a multi-unit governance system. The University does participate in some inter-institutional arrangements, particularly with the other Nazarene colleges and universities in the United States. These arrangements include informal procurement cooperation, informal discussions concerning systems and systems development, and training and idea exchange at the executive level. None of these arrangements impinge on the role of governance by the Board of Trustees.

Compliance with Standards Accreditation (2.A.3)

The Board of Trustees authorizes NNU to seek and maintain accreditation from the NWCCU based on its own merits and the quality of its programs. NNU monitors its compliance with the NWCCU standards through the VPAA, who is also the University's Accreditation Liaison Officer.

NNU actively monitors state and federal legislative and regulatory activity, including statutes, regulations and dear colleague letter (DCL) requirements. Among the subjects actively monitored and addressed in terms of compliance are requirements attendant to educational records, financial assistance, health and safety, security, ADA, FERPA, HIPAA, Title IX, incentive compensation, misrepresentation prevention, credit hour compliance, discrimination, state authorization, insurance and benefit directives, and wage and hour law and other state and federal employment regulations. Depending upon the subject matter of the regulatory activity, primary responsibility for monitoring and compliance may be delegated to the Registrar, the Vice President for Student Development (VPSD), the VPFA, the VPAA, the Director of Financial Aid, the Director of Campus Security, the Athletic Director, the Director of Human Resources, or the VPEM. The General Counsel provides support to all involved members of the campus community. The University has no collective bargaining agreements and no union involvement.

As an institution affiliated with the General Church of the Nazarene, NNU is in harmony with the *Manual* of the Church of the Nazarene and its educational mission, which states that, "Education in the Church of the Nazarene, rooted in the biblical and theological commitments of the Wesleyan and holiness movements and accountable to the stated mission of the denomination, aims to guide those who look to it in accepting, in nurturing, and in expressing in service to the church and world consistent and coherent Christian understandings of social and individual life. Additionally, such institutions of higher education will seek to provide a curriculum, quality of instruction, and evidence of scholastic achievement that will adequately prepare graduates to function effectively in vocations and professions such graduates may

choose.” (*Manual, Church of the Nazarene* (2009), p. 176). General Assembly authorization, upon recommendation of the International Board of Education, is required to establish degree-granting institutions. Authorization for the development or change of status of existing institutions is granted by the General Board upon recommendation of the International Board of Education.

Governing Board – Constitution and Role (2.A.4)

By provisions of the *Articles of Incorporation*, the membership of the Board of Trustees is set at a maximum of 40 persons, including the President of the University and the Alumni Representative. All trustees except the Alumni Representative are required to live in the Northwest Region USA of the Church of the Nazarene and must be members of the Church of the Nazarene. The composition of the Board of Trustees is 50% clergy and 50% laymen. The board meets in regular session twice each academic year—in the fall and spring. The *Bylaws* allow for the call of special meetings with appropriate notice and stated purpose.

Each trustee is elected by his or her respective District Assembly for a three-year term, except in the case of the District Superintendent, who serves by virtue of office. The Board Development Committee provides an annual trustee profile for consideration in the nominating process. Each district’s number of trustees is based on its church membership as a percentage of the entire membership in all seven districts. There are no term limits and the rotation among terms is a matter for each district to determine. Neither the University President nor the Board of Trustees participates in the election of trustees.

The Board of Trustees’ role and responsibilities are spelled out in three documents: the *Articles of Incorporation*, the *Bylaws* of the University, and the *Trustees Policy Manual*. Under the leadership of the Board of Trustees Policy Manual Task Force, an updated version of the *Trustees Policy Manual* is in the process of being adopted by the Board of Trustees. The decisions of the Board of Trustees are final and not subject to review by University personnel, the constituency, or another policy body.

Governing Board – Allocation of Authority (2.A.5)

No member of the Board of Trustees, nor any committee, acts on behalf of the full board except as expressly authorized by formal action. Given the large size of the board, the trustees have established a smaller Executive Committee that acts on behalf of the University when the trustees are not in session. The Executive Committee is elected by the full board at the fall meeting and is comprised of eight voting members and the President of the University. The Executive Committee serves as the personnel committee for the University—both for policy and personnel actions. The committee meets on call of the chair, usually at the request of the University President.

The Executive Committee’s authority to act on behalf of the full board does not extend to the following matters unless expressly delegated: presidential selection and termination; changes in institutional mission and purposes; changes to the *Articles of Incorporation* and/or *Bylaws*; incurring of indebtedness; sale of University real property; adoption of the annual budget; conferral of degrees; and other matters expressly reserved for the Board of Trustees.

Governing Board – Institutional Policies (2.A.6)

The role of the Board of Trustees in providing oversight to the University is defined in the *Trustees Policy Manual*. The *Trustees Policy Manual* urges each trustee to become familiar with the relevant issues that face the University. Guidelines for development of a committee structure were approved in November 2002 and last amended in May 2009. In the Committee Structure document, each committee’s responsibility for policy and governance oversight is specified along with the range of interests that apply to each committee.

In recent years, the Board of Trustees has undertaken a thorough study of its organizational policies and operations. In the summer of 2009, the Chair of the Board of Trustees and the University President attended an institutional governance/board governance retreat. Following that, in 2010, a consultant (Dr. Bill Crothers, President Emeritus, Roberts Wesleyan University) was retained to help the board review the *Trustees Policy Manual*, and in particular, understand the nature and value of the "Carver Model" of board governance as outlined in *Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations* (Carver, 2006). From out of these two seasons of review the Chair of the Board of Trustees appointed a Board Policy Task Force to take the existing *Trustees Policy Manual* and review, revise, and where appropriate, rewrite and expand board policy to capture the policy-driven nature of the Carver model.

In spring 2012, a working draft of the task force was sent to both the Faculty Policy Council and the University Policy Council for their awareness and input. The draft of the proposed *Board Policy Manual* was reviewed by a plenary session of the Board of Trustees in its triennial retreat in August 2012, with final revisions and edits suggested there. Approval of the proposed *Board Policy Manual* is anticipated at the November 2012 meeting of the Board of Trustees and the document will be in force following that meeting.

Governing Board – Evaluation of Chief Executive Officer (2.A.7)

The Board of Trustees selects the President of the University, who serves as the CEO of the institution for such term, compensation, and with such conditions of employment as determined by the board. The duties of the President are explained in Article VII of the *University Bylaws*. The parameters of presidential authority are clearly articulated in section 4.0 of the proposed *Board Policy Manual*. As appropriate, the board delegates authority and responsibility to the President to oversee and carry out the policies and operations of the institution.

The Board of Trustees has an established review cycle of the President in which a review is conducted every two years with alternating approaches. The first review invites input from various constituencies of the University. The second review involves an internal review conducted by the Board of Trustees. The Executive Committee, which serves as the personnel committee, oversees both reviews and reports the results to the full board. Special attention is given to the performance of the CEO in relationship to the agreed documents of strategic planning and organizational goals as established by the trustees.

Governing Board – Evaluation of Performance (2.A.8)

The Board of Trustees has established a Board Development Committee comprised of members of the board. This committee is charged with the initial and ongoing orientation, training, development, and assessment of the trustees and their work. The Board Development Committee provides annual New Trustee Orientation the day before the fall annual meeting of the Board of Trustees to acclimate new board members on the roles and responsibilities of the trustees. New trustees are assigned a trustee mentor for the first year to acclimate them to the rhythm and work of the board and its committees. An in-depth analysis of board performance is conducted every three years (2004, 2007, 2010) by an outside entity. Additionally, it is the intent of the Board Development Committee to utilize a self-assessment instrument along with providing board orientation materials for the board during every spring meeting.

Leadership and Management – System of Leadership (2.A.9)

The President's Cabinet consists of the President of the University and six vice presidents, who each serve in full-time positions. The vice presidents report to the President and have well-defined responsibilities and duties. Table 2.A.9 provides a list of members of the President's Cabinet including their year appointed and highest degree earned. Each administrator was hired through an extensive search and interview process and is qualified for the position they fill.

President's Cabinet at NNU			
Title	Name	Credentials	Appointment Date
President	David Alexander	EdD (Music Education), University of Illinois	July 2008
VP for Academic Affairs	Burton Webb	PhD (Microbiology & Immunology), Indiana University School of Medicine	July 2010
VP for Enrollment and Marketing	Stacey Berggren	MEd (School Counseling), Northwest Nazarene University	June 2010
VP for Financial Affairs	David Tarrant	BBA (Business Administration), University of Toledo	July 2012
VP for Spiritual and Leadership Development	Fred Fullerton	MDiv, Nazarene Theological Seminary	April 2009
VP for Student Development	Carey Cook	PhD (Higher Education Administration), University of Idaho	August 2001
VP for University Advancement	Joel Pearsall	JD, Willamette University College of Law	August 2008

Table 2.A.9. President's Cabinet at NNU

The President consults with members of the President's Cabinet on virtually all issues. The President's Cabinet meets bi-weekly throughout the year to ensure that the institution's direction and vision are being effectively articulated and managed through all administrative and academic areas. Great effort is made to place decision-making within the framework of the University's mission and its *Strategic Plan*. Each cabinet member has the opportunity to place items on the agenda for discussion or action. Each is responsible for presenting background materials and leading the discussion. The cabinet works on consensus; should a decision need to be made in which there is not clear consensus, either the decision is postponed or, if timeliness is an issue, the President makes the final decision. Administrative decision-making, while deliberate, is responsive to the external and internal environment and proceeds in an orderly fashion.

Twice each year the President's Cabinet meets to assess key performance indicators of University performance. The data that drive these indicators are gathered throughout the year. Decisions are made at these two meetings regarding overall institutional effectiveness, sector effectiveness, and strategic mission fulfillment. Changes based on the key performance indicators are implemented and monitored as a matter of course.

Leadership and Management – Chief Executive Officer (2.A.10)

NNU is led by President David Alexander, Chief Executive Officer, who has full-time responsibility to the institution. Dr. Alexander has brought to the position a deep knowledge of higher education, strengths in strategic planning, and wide experience in donor relations, having served previously as a faculty member at several institutions, and immediately prior to coming to NNU, as the Vice President for University Advancement at Southern Nazarene University, in Bethany, Oklahoma. The President of the University reports to the Board of Trustees and is also an ex-officio member of the Board of Trustees with voting privileges, but does not serve as its Chair. The duties and responsibilities of the position are described in Article VII of the NNU *Bylaws*.

Leadership and Management – Administrators (2.A.11)

As illustrated in the University's Organizational Chart, vice presidents supervise six major sectors on campus: Academic Affairs, Enrollment and Marketing, Financial Affairs, Spiritual and Leadership Development, Student Development, and University Advancement. Administrators have educational preparation and degrees pertinent to their areas of leadership and experience related to their responsibilities. They manage all processes in the operation of their units, including planning, budgeting, staffing, and resource allocation. Administrators are evaluated on a regular basis to determine that they are fulfilling the expectations for members of the President's Cabinet.

The vice presidents work collaboratively across institutional functions and units, and chair or oversee key committees in their areas. The vice presidents are also highly engaged in the planning and assessment of University operations and the instructional program. Each vice president is assigned oversight of annual operational goals that emerge from the University's Strategic Plan.

The six school deans have dual roles as both administrators and faculty members and serve on the Deans' Council convened by the VPAA. Although there is variation among schools, the deans meet at least monthly with the faculty of their school and with their department chairs as needed. At the school level, the deans facilitate and oversee the planning, development, management, revision, and assessment of educational programs; faculty hiring, development, assessment, workload, and scheduling; and allocation of resources. At the University level, the deans contribute to planning and policy development, and serve as a communication link from the schools to the President's Cabinet via the VPAA, and from the higher administration back to the school faculty. The Deans' Council makes decisions about resource allocation for the academic sector, most recently playing a key role in budget cut-backs that involved both personnel and operational funds.

Academic Policies and Procedures (2.A.12)

Faculty members have a substantive role in the development and administration of policies and practices through the existing committee structure at NNU. Academic policies related to teaching, service, scholarship, research, and artistic creation are reviewed and revised regularly by the Faculty Policy Council and are published in the *Faculty Policy Manual* and *Faculty Handbook*. The *Faculty Policy Manual* contains policies, procedures, and documents under which faculty members, individually and collectively, do their work. Its purpose is to assist faculty and academic administrators in carrying out their functions effectively and cooperatively by specifying faculty responsibilities, rights, and privileges. Any revisions to existing policies in the *Faculty Policy Manual* must be reviewed and approved by the faculty as a whole and also require approval by the Board of Trustees. The *Faculty Handbook*, a complement to the *Faculty Policy Manual*, deals comprehensively with all issues related to faculty members as teachers, scholars, and community members. The University is currently in the process of merging these two documents into one combined document.

Academic regulations and policies relevant to students are published in the *Undergraduate* and *Graduate Catalogs*, which are updated annually and are available online and in print version upon request. Academic policies are more specifically communicated to students through course syllabi, and the Registrar's Office and academic advisors also communicate pertinent information to students during times of advising. Other methods used to communicate more timely policies of particular interest include campus email, departmental meetings and newsletters, and the student newspaper.

Library Policies and Procedures (2.A.13)

Policies governing access and use of library and information resources are maintained, published, and enforced by the library staff. The library staff uses best practices related to access and use of library and information resources to guide policy development. When appropriate, library policy changes are reviewed and/or approved by other campus councils or committees. Library policies are readily available

on the library website, and are also posted near the circulation desk and selectively printed in brochures and handouts for community patrons. They are articulated during library orientation and instruction sessions with students and faculty. Copies are also maintained in library staff offices and are made available upon request.

Transfer-of-Credit Policy (2.A.14)

NNU accepts university-level credits earned in academic degree programs at colleges and universities accredited by regional accrediting associations. A process guideline is used to verify what credits will be accepted and how they are applied to the GE Program or major. Credits earned at non-regionally accredited colleges and universities which are accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) are granted on a case by case basis through the Special Academic Petition process. A maximum of 62 semester credits may be transferred from two-year colleges. The Transfer of Credit Policy is published in the *Undergraduate Catalog*.

Students' Rights and Responsibilities (2.A.15)

Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, and grievances—are published in the *Student Handbook* and the *Undergraduate* and *Graduate Catalogs*. In addition, the *Student Handbook* contains sections on Christian life perspective, institution-wide standards and lifestyle expectations, community living/residence hall policies, and chapel attendance policies. Both the *Student Handbook* and the *Undergraduate* and *Graduate Catalogs* are available on the University website, as well as in print form. The *Student Handbook* is distributed to all freshman students and is made available to other students upon request. Students are also made aware of policies and procedures during new student orientations and residence hall meetings. Policies and procedures for students are collaboratively developed through committee processes to serve students and the institution in an efficient and effective manner. All policies are administered in a fair and consistent manner as indicated in these documents.

The rights and responsibilities related to accommodations for students with disabilities are addressed through the Office of Academic Advising and Testing. Students are made aware of disability services through information published in the University catalogs and a statement required to be included in each course syllabus. In addition, admissions counselors are trained to forward information or guide students who may need special accommodations to make contact with the Office of Academic Advising and Testing. Specific policies and procedures are explained on the Academic Advising and Testing website.

Admission and Placement Policies (2.A.16)

Admission policies for first-time freshmen, transfer students, readmitted students, home-schooled students, express education students, and temporary non-degree students are clearly stated in the *Undergraduate Catalog*, and are also published on the University website and in other appropriate publications. Undergraduate students are admitted to NNU rather than to specific academic majors or programs except for the professional nursing and teacher education programs. Both of these programs have specific policies that determine which students are admitted to these programs as sophomores or transfer students.

NNU has a moderately selective admissions policy in which admission requirements are implemented to identify students who are not prepared to pursue a baccalaureate program. To ensure reasonable probability of student success, prerequisite knowledge, skills, and abilities are assessed prior to enrollment through a combination of high school GPA and graduation ranking, as well as performance on the ACT, SAT, or COMPASS tests. These test scores are used to place students in initial coursework, particularly in English and mathematics. Academic advisors also use this information to help students plan their academic program.

Students who intend to pursue a baccalaureate program but do not meet the standard admission requirements are considered for provisional admission and may be registered in a restricted program. Provisional admission is normally granted for one semester and is reviewed at the end of the student's first semester of enrollment. These moderately selective admission policies and criteria are established to admit students with an ability to benefit academically and succeed at NNU, while taking into consideration the redemptive mission of NNU as a Christian University.

Graduate admissions decisions are largely left to individual departments, which typically have individualized admission requirements for their programs. In general, materials needed for admission include an official transcript from the university granting the qualifying degree, a completed application form accompanied by the appropriate application fee, two letters of recommendation, and other information as required by the department. Applications for admission are submitted directly to the department offering the desired program.

Academic probation and disqualification policies concerning both undergraduate and graduate students, as well as the appeals process and readmission policies are published in the *Undergraduate* and *Graduate Catalogs*. Policies and procedures are administered in a fair and consistent manner within designated time frames. For graduate programs, the academic and disqualification policies are program-specific and are listed within each individual program. In matters related to program dismissal and academic reinstatement, decisions are generally made by committee with representatives from the faculty, staff, and/or administration.

Co-curricular Activities Policies (2.A.17)

Co-curricular activities play a vital role in supporting the mission of NNU by providing valuable out-of-classroom learning experiences. The commitment to the development of the whole person is exemplified in numerous organized activities and programs which include residential life programs; ministry and spiritual development programs, social, recreational, and leisure-time activities; Campus League (intramural sports programs); and an effective system of student government. Many of these activities and programs are supported by student activity fees as distributed by the SGA. Policies, processes, resources, and guidelines for student organizations, including student publications, are published in the *ASNNU Constitution* and *ASNNU Code* and are available to students through the Office of Student Development.

The Office of Student Development provides oversight and advising, and also creates expectations for those students who seek to serve in student leadership positions. Policies regarding minimum grade point averages, limitations regarding the number of leadership positions a student can hold at any given time, and consequences of NNU lifestyle violations all provide standards that assist students in maintaining a positive academic and co-curricular experience. Students who aspire to serve in various student leadership positions are required to affirm these policies prior to the election or selection process. An avenue for student appeals of certain policies is available in the event of extenuating circumstances.

Human Resources Policies (2.A.18)

NNU publishes all faculty and staff policies in the *Faculty Policy Manual* and *University Staff Policy Manual*. These manuals are made available to faculty and staff online in the campus portal. The most current version of the *Faculty Policy Manual* was approved in 2007 and is presently undergoing a major revision that is due to be completed in spring 2013. The *University Staff Policy Manual* was fully updated and revised in August 2011, and will have minor revisions made to the document this fall.

Employee Work Conditions, Rights, and Evaluation Policies (2.A.19)

The Office of Human Resources (HR) maintains job descriptions for employees that include their conditions of employment and job responsibilities. Position announcements also provide this information

at the time a position is posted. All new employees complete an orientation offered through the Office of Human Resources, where they receive information on benefits and review their conditions of employment. The conditions of employment are also communicated annually in salary letters for support staff or in contracts for administrators, faculty, and coaches. Criteria and procedures for evaluation, retention, promotion, and termination vary depending on an employee's designation, and are published in the *University Staff Policy Manual* and *Faculty Policy Manual*.

Security of Human Resources Records (2.A.20)

All records, including those of past employees and recruitments, are kept in locked file cabinets. All electronic information is stored in password-protected computer systems and staff pays careful attention to ensure that confidentiality of records is a top priority. Faculty employment records are kept in the President's Office, the Office of Academic Affairs, and in the Office of Human Resources. Exempt and non-exempt personnel records are maintained in the Office of Human Resources. All records containing personal health information of NNU personnel are maintained separately in the Office of Human Resources. Employees' payroll records are maintained in separate files in the Payroll Office. Access to employee records is restricted to personnel who need the information to perform a particular duty or responsibility as determined by the office maintaining the records. The University follows records and retention guidelines for the proper disposal of recruitment and personnel files.

Integrity of Communications (2.A.21)

The University seeks to represent itself accurately and fairly to its various constituencies and to state, federal, and accrediting bodies and agencies. The NNU Communications Policy provides guidelines to strengthen the University's image and present the institution's mission and goals in a consistent and professional manner. Protocol dictates that the VPDM provides direct oversight to the Director of Marketing and Media as the official spokesperson for the University unless some other person is expressly designated for that role.

NNU provides information on its programs, services, policies, and activities through a variety of publications. The University website and *Undergraduate* and *Graduate Catalogs* serve as the primary information-related publication pieces for students and prospective students and are updated on a regular basis. The Office of Admissions frequently produces additional recruiting materials for prospective students that accurately reflect the institution's mission and goals, entrance requirements and procedures, and general information on academic programs and services. Other publications for campus departments such as brochures, posters, flyers, and announcements are published and distributed by the Office of Marketing and Media. Care is taken to ensure that the publications of the University represent the values and priorities of the institution. A Communications Committee, working with the VPDM, reviews all major publications for accuracy and fair representation of the University.

Ethical Dealings with Students, Employees, and the Public (2.A.22)

NNU maintains a comprehensive set of policies to ensure that the institution exemplifies and advocates the highest ethical standards in its management and operations, as well as its dealings with students, employees, the public, the Commission, and external organizations and agencies.

The commitment of the University to ethical standards is found in all aspects of university life. The *Articles of Incorporation* provide the foundation for ethical standards by stating that a prime purpose of the existence of the University "as an institution of higher education shall be to serve the Church of the Nazarene and the greater Christian community by providing an educated laity and ministry, loyal to Christ and emphasizing the Wesleyan doctrine of perfect love." (Amendment, November 2001, Article V, p. 2) It is these Christian ideals that serve to guide all ethical standards.

Policies on affirmative action, diversity, prevention of harassment and discrimination, and standards of conduct ensure that the University maintains high ethical standards in relation to students, faculty, administrators, staff, and other constituencies. NNU strives to respond quickly and thoroughly to complaints and grievances filed against the University.

Conflicts of Interest and Codes of Conduct (2.A.23)

The University has a Conflict of Interest Policy and is committed to avoiding conflicts of interest with members of the Board of Trustees, the NNU Foundation Board of Directors, and University administrators including the President, vice presidents, school deans, and those who report directly to a vice president. These individuals complete an annual survey in which they are asked to disclose the existence of any actual or possible conflict of interest as defined in the policy. Following disclosure, the Board of Trustees determines if a conflict of interest exists. If a conflict of interest does exist, the board investigates viable alternatives and develops a proper course of action to address the situation.

NNU is an Equal Opportunity Employer and does not discriminate against any person because of race, color, sex, age, national origin, or physical or mental handicap, unless such conditions constitute bona fide occupational or assignment disqualifications or prevent the person from performing the essential functions of his/her assignment. The University states its position as an Equal Opportunity Employer through all advertising, job notices, and contracts.

As an educational institution operating under the auspices of the Church of the Nazarene, NNU is permitted, and reserves the right, to prefer employees on the basis of religion (Title VII, Sections 702-703, United States Civil Rights Act of 1964 as amended). As a part of the application process, employees are asked to commit to NNU's Christian Mission requirements, including meeting certain lifestyle expectations, regardless of whether they are on campus or off campus. As a part of the enrollment process, students are also asked to complete a Lifestyle Commitment Agreement affirming they will abide by the Lifestyle Expectations of the University.

Intellectual Property Rights (2.A.24)

The University encourages and supports faculty creativity, invention, publication, and performance in disciplinary and related areas. Intellectual property rights, including ethical considerations concerning ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property, are clearly defined in chapter 4, section 12, of the *Faculty Policy Manual*. This content was recently revised and approved by the faculty and Board of Trustees in March 2012.

Representation of Accreditation Status (2.A.25)

NNU has a long and distinguished history as an accredited institution, having first been accredited as a junior college in 1931, and subsequently as a four-year college in 1937. The University has maintained its accreditation since that time and lists its regional accrediting body as the NWCCU on the University website, *Undergraduate* and *Graduate Catalogs*, department brochures, and recruitment publications.

In addition to regional accreditation, several departments are accredited by nationally-recognized specialized accrediting boards. The School of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The counseling department is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The education department is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The music department is accredited by the National Association of Schools of Music (NASM). The nursing department is accredited by the Commission on Collegiate Nursing Education (CCNE). The social work department is accredited by the Council on Social Work Education (CSWE). The concurrent credit program is accredited by the National Alliance Concurrent Enrollment Programs (NACEP).

Integrity of Contracts (2.A.26)

All contracts and agreements with external entities for products or services related to the University's mission and programs are reviewed and signed by either the VPFA or the President of the University. Contractual agreements related to donors are reviewed and signed by the VPUA. Grant agreements, depending on the entities involved, may be signed by either the VPFA, VPUA, or President of the University. Contractual agreements related to academic initiatives also require the review and signature of the VPAA. Major contracts and agreements with external entities are reviewed by the University's General Counsel and/or Outside Legal Counsel prior to any University official signing them. In contracts and memorandum of understanding, the role of each party is clearly defined, as well as payment for service if exchange of funds is included in the contract.

Academic Freedom Policy (2.A.27)

The University's Academic Freedom Policy was adopted by the Board of Trustees in October 2008 and is stated in chapter 4, section XI of the *Faculty Policy Manual*. As explained in the document, "Academic freedom is a vital component of the pursuit of scholarship and the life of the mind at NNU and its exercise is applicable to the roles of both faculty and students. Academic freedom within the role and mission of the University is based on the conviction that each faculty member is a servant and minister of truth, and therefore, has the freedom to pursue the search for truth and its exposition. Each faculty member has the freedom to carry out research and publish the results, teach and discuss any aspect of the subject or issue within his/her course assignments, and serve as an authority in his/her field of study. Likewise, the pursuit of knowledge and the intellectual development of students within this context are encouraged, for the University endorses the view that God is the source of all truth."

Promotion of Academic Freedom and Independent Thought (2.A.28)

The University desires to integrate all aspects of life and scholarship within a Christian worldview. Therefore, faculty members and students at NNU are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution's mission and goals. The freedom to teach and to learn implies that faculty members have the right to determine the specific content of their courses within the established course definition, and the responsibility not to depart significantly from their area of competence or to divert significant time to material extraneous to the subject matter of their course. This reflects the broad institutional understanding of academic freedom that seeks to protect the right of each faculty member to explore and teach in the realms of his or her areas of expertise and assignment, all the while understanding that the student has the right to expect the course material and content to be effectively and impartially taught within the framework of the institution's mission. Parallel to the academic freedom of the faculty is the freedom for, and responsibility of, students to pursue truth without coercion of faculty and fellow students, to express his/her ideas in appropriate venues, and learn without intimidation.

NNU requires that the work done by, for, or in the name of the University be conducted in a manner consistent with high ethical and legal principles. As outlined in the Policy on Violations of Scholarly/Scientific Integrity, the Committee on Scholarly Integrity is charged with investigating reported violations of integrity in scholarship.

Objectivity of Instructors (2.A.29)

Faculty members who engage in research and scholarly activities observe a code of ethics that honors and affirms each faculty member's rights and responsibility to present such work fairly, accurately, and objectively. The University's official statement on professional ethics is based on the professor statement in the American Association of University Professors (AAUP) Bulletin, was adopted by the Board of Trustees, and is included in chapter 11, section IX of the *Faculty Handbook*.

Financial Policies and Procedures (2.A.30)

The VPFA, who reports directly to the President, provides oversight for all financial functions of the University. NNU has clearly defined policies and procedures to guide the University in the oversight and management of financial resources. Policies concerning the institution's financial management, reporting, and accountability are set forth in the University's *Articles of Incorporation* and *Bylaws*. These policies are complemented by the NNU Financial Policies document approved by the Board of Trustees in March 2000. This document contains policies on the receipt of gifts and donations, conflict of interest, operating reserve, budget presentations, budget management, board oversight of finances, endowment spending, and endowment fund investment. The NNU Financial Policies are reviewed and revised by the Board of Trustees as necessary.



Human Resources

Qualified Personnel (2.B.1)

NNU employs a total of 311 full-time personnel, which is a sufficient number of faculty, staff, and administrators to fulfill its mission. Administrators, faculty, and staff are selected based on the stated qualifications for each position and have the educational background, experience, and skills necessary to perform the primary responsibilities of their positions. NNU has 129 faculty members, including 104 full-time teaching faculty members, which provides a student-to-faculty ratio of 14:1 for traditional undergraduate courses and 11:1 for graduate courses. Both ratios are acceptable in relation to peer institutions, but are slightly below the targets established by the Board of Trustees.

The Office of Human Resources (HR) monitors the hiring process and provides expertise regarding appropriate compliance for state, federal, and local laws and best hiring practices throughout the process. HR offers direction for supervisors who are hiring to enable them to find highly qualified employees and assists with the preparation and distribution of position announcements and the interview/hiring process. Supervisors are provided with training opportunities semi-annually to encourage appropriate hiring, evaluation, and supervisory management. The HR website also provides additional hiring, recruitment, interview, and other supervisory information and assistance, as well as position openings and procedures for selection of personnel for persons seeking employment.

All faculty and staff positions have job descriptions that are structured to include minimum qualifications and essential functions so applicants and supervisors have a clear understanding of expectations for each position. Job descriptions are reviewed prior to posting by the immediate supervisor, department chair, school dean/program director, and appropriate vice president to ensure the written documents correspond to the actual position expectations. As each position becomes available, the appropriate departmental supervisors are required to review the actual workload of the position to determine if possible job reassignments might be able to cover the opening. Supervisors are also asked to review existing job descriptions on an annual basis so that HR is aware if jobs expand or decrease in scope.

Staff positions are classified into levels within the University's salary system based on survey data from Western Management Group, Idaho Department of Labor, Council for Christian Colleges and Universities (CCCU), and Certified Unified Program Agencies (CUPA). Additionally, jobs are compared with other existing positions at NNU in order to maintain as much equity as possible among positions.

The University continuously evaluates the level of services provided across the campus to determine faculty and staffing needs. Position reallocation and funding requests for new positions are a part of the ongoing process of optimizing staffing. With the attrition reductions the institution has captured over the

past two years, the University is in the process of analyzing which offices continue to be overstaffed, while assessing the understaffing of others.

Administrator and Staff Evaluations (2.B.2)

Vice presidents are evaluated annually by the President to assess if they are fulfilling the expectations for members of the President's Cabinet. School deans are evaluated every two years by the VPAA. As a part of the evaluation process, a School Dean Evaluation Survey is distributed to faculty and staff members within the school. Data are compiled in a School Dean Assessment Rubric. The VPAA then meets with each school dean to review this information and develop a growth plan.

Staff criteria and procedures for evaluation, promotion, and termination are defined in the *University Staff Policy Manual*. New employees are evaluated at the end of their first three months in a position. Thereafter, each employee is evaluated on an annual basis using a Performance Evaluation developed by HR. Annual performance evaluations are prepared during the same time period for all University staff. HR provides training for supervisors to learn best practices in evaluation and provides forms that supervisors use to evaluate staff members. Evaluations are conducted by the employee's supervisor and then routed through HR for equity and compliance. Vice presidents review each of their employees' evaluations and provide feedback on the data.

Professional Development (2.B.3)

The University provides multiple avenues for faculty professional development including a number of non-competitive and competitive opportunities. All faculty members receive an annual allocation of Professional Development I funds that are used for memberships, subscriptions, conference attendance, and professional travel. The Faculty Development Committee reviews requests for and recommends allocation of competitive professional development resources. Chapter 4 of the *Faculty Handbook* describes these resources, which include Professional Development II funds (competitive small grant opportunities for action research and curriculum development), the Watson Fellowship, Riley-Woodward Fellowship, Faculty Lectureship, sabbaticals, leaves of absence, and conditional graduate loans.

The University also encourages professional development for staff. Professional staff members have the opportunity and are financially supported to maintain certification and/or professional licensure requirements. Departments and/or offices can (and do) allow staff to go off campus for training and professional development. Funds for this expense must be included within departmental budgets.

Recent budget restrictions have limited most staff professional development to primarily on-campus opportunities. In recent years, HR has offered training sessions for staff on Microsoft Excel and Word, and also provided workshops titled "Customer Service," and "Being an Exceptional Assistant." Professional development for supervisors is offered biannually, with recent topics including: "Evaluations—How to Do Them Well;" "Laws and Regulations—How to Recognize When You Need to Go to HR for Assistance;" "Bullying and Harassing Behaviors—How to Recognize Them and What to Do about Them;" and "Leadership—How to Be a Servant Leader."

Faculty Credentials (2.B.4)

NNU employs appropriately qualified faculty to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its educational programs. The Faculty Profile provides detailed information on the composition of the faculty. The educational backgrounds of the faculty are rich and diverse, and faculty members are well-prepared to teach within their assigned disciplines. Faculty members are actively involved in developing curriculum and course components aligned with course and program outcomes.

Of the 104 full-time teaching faculty, 79 (76%) hold the highest degree in their fields and an additional 6 faculty members are enrolled in doctoral programs. The University moved to a rank and tenure process in 2008-09. Currently 36 faculty members have Full Professor status (35%), 44 faculty members have Associate Professor status (42%), 22 faculty members have Assistant Professor status (21%), and 2 faculty members have the rank of Instructor (2%). Currently 61 faculty members are tenured (59%), 36 are non-tenured tenure-track (35%), and 7 faculty members are non-tenure track (6%). While still primarily a teaching institution, the change to rank and tenure has increased the emphasis for all faculty members to develop a personal research agenda. The struggle has been to provide adequate time resources for faculty to fully engage in meaningful research agendas. The administration is working on strategies to increase the resources available to faculty to pursue appropriate research agendas.

The use of adjunct faculty varies between schools, but the vetting process for hiring adjuncts parallels that for full-time faculty. All potential adjunct faculty members submit a full faculty application, a statement of faith, and official transcripts. These documents are reviewed at the time of initial hiring and the department chair and/or school dean interviews each potential adjunct applicant. The school dean forwards completed files to the VPAA with a recommendation to hire for a specific course. Although the percentage of adjunct use varies from year to year and across individual disciplines, the institution-wide use of adjuncts is approximately 30% for all courses offered by the University.

As described in the *Faculty Policy Manual*, NNU operates under a “Faculty as a Whole” governance model with faculty members actively engaged in faculty governance. Each spring, faculty members elect their faculty colleagues to three types of academic councils and committees of the faculty: those that service the needs of the faculty as an organization, those that carry out the academic responsibilities of the faculty, and those that provide for academic services. Membership and the responsibilities for each of these councils and committees are described in detail in chapter 2 of the *Faculty Handbook*.

Due to a number of changes in recent years, including moving to a faculty rank and tenure system and the approval of a new academic structure, the current *Faculty Handbook* and *Faculty Policy Manual* are being reviewed by the VPAA and the Faculty Policy Council. The goal is to combine the two documents and bring the resulting document into line with current practices. This project is slated for completion in spring 2013.

Faculty Responsibility and Workload (2.B.5)

With the exception of special circumstances or administrative release time, the standard NNU faculty load is 12 workload units per semester, or a workload of 24 units per year for faculty. Faculty contracts are expressed as a full year; however, faculty service based on a workload of 24 units covers a nine-month period. Faculty members with additional workload beyond 24 units per year are offered a supplemental contract to cover the additional workload.

Within their workload, faculty members are expected to accomplish teaching and advising, scholarship, and service. Chapter 4 of the *Faculty Policy Manual* defines these three areas of expectation in detail. The way in which these expectations are accomplished varies by faculty member and by department, and is determined in consultation with school deans and department chairs and in consideration of the needs of the program. NNU is primarily a teaching institution; consistent with the institutional mission, the *Faculty Policy Manual*, 4:19-20 states: “Given that the main task of Northwest Nazarene University is education, the primary quality for consideration for rank and tenure is excellence in teaching.” As a result of this emphasis, most undergraduate faculty and some graduate faculty teach 12 credit hours per semester and the teaching and advising component of the criteria for promotion is 60-80%.

The University is also committed to the development of Christian character within the philosophy and framework of genuine scholarship, and consequently, scholarly productivity is also one of the essential

expectations (10-30%) for promotion and tenure. The definition of scholarship at NNU, as described in chapter 3 of the *Faculty Handbook*, draws heavily from the model Dr. Ernest Boyer presented in his book, *Scholarship Reconsidered: Priorities of the Professoriate* (Carnegie Foundation, 1990). Scholarship at NNU is broader than traditional research, and faculty are encouraged to engage in creative scholarly endeavors, scholarship of application, and scholarship of integration, as well as traditional research. The faculty review process, while it does not include quotas for numbers of publications, does require faculty to describe how they meet the scholarship expectations of the University.

Faculty members who engage in the scholarship of teaching have tended to develop scholarly agendas that are a natural extension of and augmentation to their teaching. Faculty members who are involved in the scholarship of application many times integrate their scholarship with their service work in the community and/or the profession. Faculty members engaged in traditional research and those who are highly productive have a number of opportunities for University support through formal and informal programs. For example, faculty doing research on grant projects are given release time for this work, and course releases for writing may also be requested by faculty members who are completing books or other writing. Also, faculty members have the opportunity to apply for funds to support their research development. Examples of scholarship at NNU include the science department's work with student research that is underwritten by M.J. Murdock Charitable Trust grants, INBRE, NSF, NASA, and various federal agencies including the Bureau of Land Management, the Department of Fish and Game, and the Department of Education. Further examples of scholarship include the creation of new music, poetry, and art; presentation of professional papers before institutional or guild peers; and the supervision of the research and publication projects of undergraduate and graduate students.

In March 2010, the Faculty Policy Council submitted a Faculty Wellness Report to the Board of Trustees. The report was based on a longitudinal comparison of two faculty satisfaction surveys (The Best Christian Workplaces Institute Survey was used as the survey instrument) administered in fall 2008 and fall 2009. Noteworthy areas of strength included that faculty members like working at NNU and there seems to be a generally positive feeling amongst the faculty regarding their immediate working environment and working with their immediate supervisors. Areas of concern centered on the administrative leadership team in the areas of leadership and communication, as well as faculty compensation. Since this report, a number of initiatives have been introduced to improve communication and make it a priority on campus. The administration instituted town hall meetings, monthly faculty-staff fellowship times, and Common Ground (bi-weekly informal meetings of the faculty). Beginning this fall, a weekly campus communicator (*The Insider*) will be distributed to all personnel, and faculty will receive quarterly financial reports.

In fall 2011, the Board of Trustees commissioned an Institutional Ethos Survey that was administered to administrators, faculty, and staff in spring 2012. Themes that emerged from the Qualitative Summary of the Institutional Ethos Survey revealed that employees have a deep value for the University, a need for greater trust in the University administration, a desire for open, honest, consistent communication, a sense of lack of clarity regarding the roles fulfilled by constituent groups within the University, and a desire for faculty and staff to be more respected.

Faculty Evaluations (2.B.6)

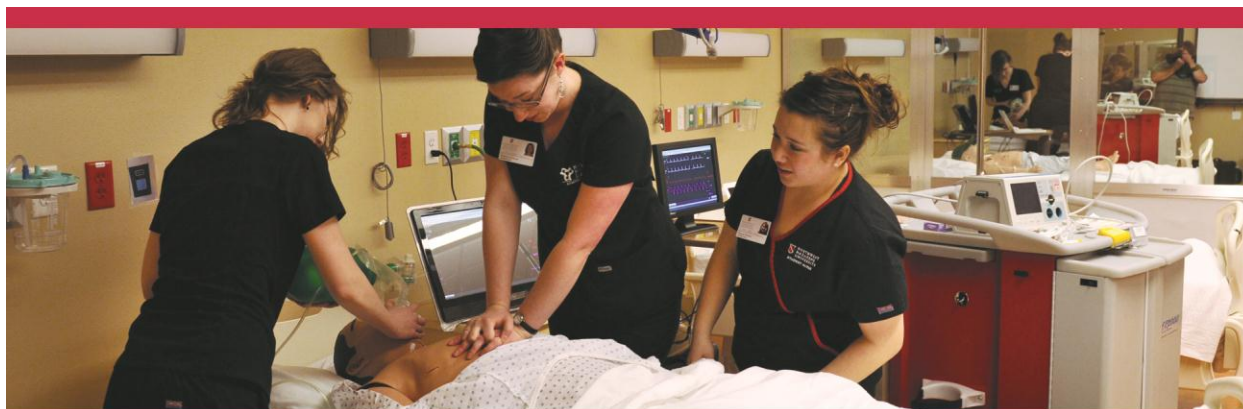
The University is committed to a comprehensive, ongoing evaluation system for faculty members. The institution provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution's policies, regulations, and procedures for faculty evaluation are described in chapter 4, sections V and VII of the *Faculty Handbook*. The Policy on Faculty Contracts and Tenure and policies related to faculty rank and promotion are provided in chapter 4, sections IV and V of the *Faculty Policy Manual*.

All first-year faculty members, faculty members who have not been through the rank improvement process and are not approved for tenure, and part-time faculty members at NNU are initially offered one-year contracts. Faculty members on one-year contracts are evaluated annually by their department chair and/or school dean. These annual reviews include student evaluations of teaching, departmental contributions, scholarly productivity, and service to the University.

Faculty members who have been approved for rank improvement (to Associate Professor or Professor) but have not yet received tenure are reviewed on a three-year rotating basis by their department chair and/or school dean. The items included in their three-year review are similar to (and designed to support) their eventual application for tenure.

Each tenured faculty member submits a complete evaluation package for review every five years. This substantive review includes self-evaluation, peer evaluation, evaluation by the department chair and school dean, student evaluations of teaching, and the development of a professional development plan. In the case of an unsuccessful review, a faculty member is evaluated annually until a satisfactory review occurs, at which point the five-year evaluation cycle resumes, or until discontinuation of employment. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern. In addition, the Faculty Development Committee plans a series of workshops to improve faculty teaching, scholarship, and service. While these workshops are open to all faculty members, those with deficiencies in particular areas are encouraged to participate as a part of their development plan.

The department chairs and school deans have specific responsibility in the promotion process and training is being developed to assist them in this role. The Committee on Rank and Tenure has recently designed a Faculty Tenure and Promotion Rubric for the evaluation of faculty applications for advancement. The rubric is consistent with the workload, tenure, and promotion descriptions in the *Faculty Policy Manual* and the *Faculty Handbook*. Because the process of rank improvement is relatively new to NNU, the Committee on Rank and Tenure will continue to refine the rubric on an annual basis.



Education Resources

NNU's educational programs are fully consistent with its mission and core themes as explained in Standard 1. The programs demonstrate a commitment to serve a range of learner demographics and needs, and a high level of effectiveness in helping students learn and grow. The University offers programs leading to 11 degrees (BA, BS, MA, MDiv, MBA, MEd, MS, MSN, MSW, EdS, and EdD). Undergraduate degrees include 35 majors covering more than 60 areas of study. Master's degree programs are offered in 11 disciplines and an EdD degree is now offered in Educational Leadership. In addition, through Extended University Services (EUS), the University offers professional development, concurrent credit, express education, and other non-traditional educational opportunities. Programs vary from traditional programs to accelerated delivery adult and professional programs to fully online programs.

NNU has an academic history distinguished by two Rhodes scholars, consistent mention by *U.S. News and World Report* and *The Princeton Review* as one of the "Best in the West" universities, praise from a wide range of secondary accreditors, outstanding performance by students on standardized academic area tests and evolving internal measurements of growth, strong program reviews and course evaluations, and a record of distinguished service and leadership by the University's alumni.

Appropriate Content and Rigor (2.C.1)

Each of the institution's degree programs and their academic requirements are detailed by school and department in the *Undergraduate* or *Graduate Catalog*, on the departmental web pages, and in brochures. Courses are offered on a regular and predictable schedule, and in cases where students find themselves off-sequence, a process is available for requesting an applicable independent study. All courses listed in the catalogs are offered at least every other year. The placement of courses on the daily schedule is done with the needs of students in mind. Courses with multiple sections are frequently offered both in the morning and afternoon to accommodate students' schedules. To accommodate music, drama, forensics, and athletics, two late afternoon "protected" periods are blocked from scheduling any course that is not also offered at a different time of day in the same semester. This scheduling convention strikes a balance between extra-curricular participation and smooth movement through undergraduate program requirements.

In recent years, NNU has made considerable progress in developing and assessing student learning outcomes. Programs with secondary outside accreditation in business, counseling, education, music, nursing, and social work have well-defined and well-assessed student learning outcomes. Data are gathered routinely and analyzed on an annual basis. Some other programs such as religion, philosophy,

and engineering are heading toward secondary professional accreditation. These programs have crafted student learning outcomes and assessment processes that are now in place and gathering data.

In fall 2011, the institution began an assessment process that will accomplish two aims: First, each program/major without student learning outcomes will articulate student learning outcomes and link them to assessment measures. Second, the University will rearticulate in more operational and measureable terms, the GE curriculum that is based on GE student learning outcome statements which are tied to reasonable assessment measures of effectiveness. To date, each department has articulated their student learning outcome statements to varying degrees; many are completed, but some continue to be edited. Departments are in the process of identifying and creating appropriate assessment indicators. In addition, the GE committee has assembled course outcomes from each of the courses in the GE curriculum. The GE committee is in the process of condensing these statements and drafting a set of GE outcomes that will be presented to the faculty in fall 2012. Once approved, assessments will be identified and/or created that will measure the effectiveness of these outcomes. The University anticipates that this work will be completed by spring 2013.

NNU is committed to program review and is establishing a formal process whereby programs are reviewed on a consistent basis. Incidental academic program review occurs regularly within departmental and school curriculum committees. Outside accreditation review can stand in the place of internal program review, provided the department articulates the ways in which the program meets the mission and core values of the institution.

Learning Outcomes (2.C.2)

NNU continues to make progress in identifying and assessing student learning outcomes at the course, program, and institutional levels. Degree and program learning outcomes are published in a variety of places including the University website, *Undergraduate* and *Graduate Catalogs*, course syllabi, and admission's materials. Specific goals, objectives, and student learning outcomes for each major program are stated in the *Undergraduate* and *Graduate Catalogs*, as well as departmental materials and brochures. Course level student learning outcomes are provided in the course syllabi given to students in printed form or made available on websites that support each course.

Awarding of Credit and Degrees (2.C.3)

NNU awards credits and degrees in a manner consistent with institutional policies and follows generally accepted learning outcomes, norms, or equivalencies in higher education. Credit hours required for bachelor's degrees (124 credits), master's degrees (at least 30 credits), and the EdD (60 credits beyond master's degree) are comparable to other institutions. Academic program reviews resulting in program revisions, additions, and deletions are analyzed by departmental and/or school curriculum committees and recommendations are taken to the Undergraduate Academic Council or Graduate Academic Council for their approval.

Student learning outcomes are established in each course, assessed by each faculty member, and students are assigned grades based on successful completion of those outcomes. Student achievement is documented by the successful completion of courses and grade earned in each course.

NNU's undergraduate semester consists of approximately 14 weeks of instructional class days plus a final examination period, usually four days in length. One semester credit represents a class meeting once a week for 14 weeks for 55 minutes together with out-of-class preparation of approximately two hours per credit, per week, or the equivalent. The semester length and numbers of course contact hours for classes is consistent with accepted practice in higher education.

Degree Programs (2.C.4)

The majority of GE courses and introductory courses in the various disciplines are offered at the 1000- and 2000-level. Remedial courses (0900-level) are offered for credit, but do not count toward baccalaureate graduation requirements. All baccalaureate degrees require a minimum of 43 upper-division credits (3000- and 4000-level). Professional development courses are 5000-level and graduate courses are 6000- to 9000-level.

Requirements for each program and major are clearly articulated in the *Undergraduate* and *Graduate Catalogs*, which also include course descriptions and prerequisites. Each program and major provides students with a course sequencing plan that ensures that students may graduate in a timely manner. These are distributed and reviewed with students during the advising process. Students are encouraged to work closely with their academic advisor to make them aware of program/major requirements and assist them in the sequencing and scheduling of courses.

Course depth and breadth, as well as course sequencing, are determined by the faculty and department-level curriculum committees in the individual disciplines and confirmed by the appropriate academic council—either the Undergraduate Academic Council or Graduate Academic Council. At the undergraduate level, synthesis of learning is reflected in capstone courses that are required for every major.

Admission and graduation requirements are published in the *Undergraduate* and *Graduate Catalogs*. For individual programs, this information is also published on departmental and program websites, as well as in departmental brochures and materials distributed to prospective students.

Faculty Involvement in Curriculum Development and Selection of New Faculty (2.C.5)

Faculty members provide oversight for the design, approval, implementation, and revision of the curriculum. Proposals for new programs or for substantial revisions of existing programs must be reviewed in terms of program design by the curriculum committee of each department and/or school, by the appropriate academic council, and by the VPAA and VPFA in regard to financial viability, accreditation standards, and cross-campus coordination. The VPAA then takes the proposals to the President for review and potential recommendation to the Board of Trustees for adoption. If necessary, new programs are submitted to the NWCCU for approval as substantive changes to accreditation.

Faculty members have an active role in the selection of new faculty as described in chapter 3 of the *Faculty Handbook*. The process generally includes the formation of a search committee within the department who reviews applications and screens applicants. When finalists are brought to campus, the faculty from the department, as well as a representative faculty group from across campus, participate in the interview process. Based on counsel from the department chair, the school dean makes recommendation to the VPAA for a candidate to be hired.

Faculty and Library Resources (2.C.6)

Faculty members are involved in the development and acquisition of library resources for each academic discipline. A liaison librarian is appointed for each academic school. Faculty members consult with the liaison librarian assigned to their school, who provides faculty with usage data and suggestions, and collaborates with faculty in making collection acquisition decisions (see additional information in Standard 2.E.2 of this report).

To enhance and promote faculty and student use of library and information resources, the librarians have created a series of Library Subject Guides to support research and provide program-specific resources that are made available for faculty to link to in their courses. Many faculty members are embedding these Library Subject Guides in their ANGEL course content.

Credit for Prior Experiential Learning (2.C.7)

In April 2010, the Undergraduate Academic Council approved a Policy on Credit for Prior Learning Assessment. Although the policy has yet to be implemented, the University intends to begin offering credit for prior experiential learning in 2013. Initially, this option will only be offered to students in the Adult Professional Programs (APP). Students age 23 or older who desire undergraduate credit for learning obtained through experience will be able to develop a portfolio which names the course(s) for which credit is desired and which details the learning that has occurred. The portfolio will be submitted to a faculty evaluator from the department in which the course credit is desired who will determine if and how much credit will be awarded. If credit is awarded, the course title, the number of credits, and a grade of CR will be added to the student's transcript.

Credits earned through prior learning assessment may be counted toward NNU degree requirements, but count as transfer credits and may not be included in the residency requirement for graduation. No quality points are assigned to credits earned in this manner. Credit may not be obtained through prior learning assessment for courses that have already been transcribed. A student may not receive credit through prior learning assessment for a course that is a prerequisite for a course already taken, or for an equivalent university course already taken. Graduate credits may not be earned through this process.

A maximum of 25% of the total credits required for a degree (31 credits) may be earned using the CLEP, DSST, advanced placement, international baccalaureate, prior learning assessment, and credit by examination.

Transfer Credit (2.C.8)

NNU accepts university-level credits earned in academic degree programs at colleges and universities accredited by regional accrediting associations. The Transfer of Credit Policy is published in the *Undergraduate Catalog*. Credits earned at non-regionally accredited colleges and universities that are accredited by an organization recognized by the CHEA are granted on a case-by-case basis through the Special Academic Petition process. A maximum of 62 semester credits may be transferred from two-year colleges.

In addition to the general transfer credit policy, NNU has a policy for the transfer of an Associate of Arts degree from the states in the University's region including Alaska, Colorado, Idaho, Nevada, Oregon, Utah, Washington, and Wyoming. The Transfer of Associate of Arts Degree Policy is published in the *Undergraduate Catalog*. Students with an Associate of Science degree or an Associate of Arts degree from a regionally accredited institution other than those listed above may file a petition with the Registrar for consideration of acceptance of the degree.

The University Registrar determines substitutions of transfer courses for GE requirements. The faculty advisor in each department determines substitutions of transfer courses for degree requirements in the major field of study. Transfer courses that do not fulfill a specific NNU requirement are generally accepted as elective credits.

NNU has signed articulation agreements with Treasure Valley Community College in Ontario, Oregon and with the College of Western Idaho in Nampa, Idaho. In addition, NNU has signed a 2+2 agreement with Northwest University in Xi'an, China.

Institutions seeking an articulation agreement with NNU make contact with the VPAA and request an academic review for articulation. The VPAA then submits an overview of the curriculum, accreditation, and an institutional profile from the requesting institution to the University Registrar for review. The University Registrar examines the curriculum for its compatibility with the NNU curriculum and makes a determination about whether an articulation agreement might be appropriate. If there are specific courses,

course requirements, or objectives that are irregular in nature, school curriculum committees and/or school deans are consulted before a final determination is made. The President of each institution typically signs the articulation agreement.

Undergraduate General Education (2.C.9)

Throughout its history, NNU has had a significant GE core which has undergone review and revision every 7-10 years. Currently, the GE requirement consists of 55-57 credits (depending on the 1-3 credit Capstone course taken) of the 124 credits required to graduate (about 44%). The GE requirement is higher than most state and non-religious institutions because, like most other Christian colleges and universities, NNU includes 9 credits of Bible and theology courses in addition to the basic skills, humanities, and social and natural sciences requirements typical of nearly all GE programs. This 7.3% of the GE requirements reflects NNU's continuing commitment to its mission.

The current GE program, which appears in the Undergraduate Degree Requirements section of the *Undergraduate Catalog*, was instituted in fall 2006 after a two year review and revision process. Since the 2006 revision, the GE has been consistent except for the current transition to a revised writing requirement. After careful study by the English department, a new GE writing skills component was approved in early spring 2012 that replaced the ENGL 1020 (English Composition, 3 cr) and ENGL 2020 (Research Writing and Critical Thinking, 3 cr) courses with ENGL 1030 (University Writing and Research, 3 cr). This new course essentially combined the content of the ENGL 1020 and ENGL 2020 courses, moving the research paper training to the first year of studies and allowing students to complete a second writing course, ENGL 3015 (Topics in Writing and Literature, 3 cr), in a discipline or topic-specific writing course or a designated literature course.

The current GE requirement includes courses in three categories. The abilities group of 17 credits strengthens basic skills necessary to higher education, including writing, speaking and listening, wellness, and math. The contextual disciplines group of 15 credits equips students to identify and address large questions, and to bring coherence to their education. It includes Bible, theology, philosophy, US and non-US history, and cross-cultural experience. The explorations group of 23-25 credits introduces students to a broad range of learning and includes art or music history, literature, Bible or theology elective, natural science, and social science. The GE courses include a combination of prescribed and distribution requirements. All students are required to take seven specific courses (15 credits): one in writing; one each in Bible, theology, speech, wellness, and Cornerstone. The remaining 39-41 credits allow students to select writing and Capstone courses and to fulfill a specific number of credits in each of several disciplines—for example, 6 credits in the social sciences and 8 credits in the physical sciences.

The faculty and administration of NNU are consistent in their efforts to ensure that the GE experience is an integrated course of study with clearly identified objectives that are understood by students, faculty, and the entire campus community. In fall 2000, a campus-wide committee developed the four institutional outcomes (Christlike character, academic excellence, creative engagement, social responsiveness) in order to make explicit the essence of the expectation for those students passing through the NNU undergraduate experience. These outcomes are seen as the result of the entire university experience—of which the GE is a major portion. With the adoption of the new University mission, values, and vision statements in 2010, the academic community is in the process of transitioning from the previous institutional outcomes to the core values (themes).

The Cornerstone course is part of the effort to ensure that students new to the University understand the mission and educational objectives, as well as the institution's uniqueness and commonalities with higher education in general. Similarly, the Capstone course provides students the opportunity to reflect on their experiences and growth with respect to the University outcomes and mission, and to thoughtfully consider

their next steps in life in light of the knowledge, skills, and values they have developed at NNU. Capstone also provides a point of assessment of the GE program.

With increasing numbers of transfer students, including those with a completed AA degree, and with increasing numbers of non-traditional students returning to complete degrees via face-to-face and online courses, ensuring the completion of an integrated and comprehensive GE program has required careful attention and effort. Students in the Adult Professional Programs (APP) complete their GE requirements via the College CORE program. This set of courses, offered face-to-face and online, is identical in objectives though different in delivery modality, from the traditional GE program. Students transferring to NNU with an AA degree from most western states have most of the GE courses waived with the following exceptions: Introduction to Christian Theology, an elective Bible course, Fundamentals of Wellness, Capstone, demonstrated math competency, and an abbreviated cross-cultural experience.

General Education – Identifiable and Assessable Learning Outcomes (2.C.10)

NNU has been actively assessing the GE program for several decades, collecting, analyzing, and using data about student learning outcomes, student satisfaction with the education programs and services, and student attitudes, activities, and involvement. This involves yearly collection of information about the outcomes of the GE program through nationally-normed, objective instruments (ACT's COMP exam, mid 1970's to 2000; ACT's CAAP exam since 2000), through self-report student surveys (CIRP, YFCY, and CSS), and occasional alumni surveys. At the department level, program specific assessment (and for some departments GE assessment) ranges from the very structured and well documented, particularly for programs with professional accreditation (business, education, music, nursing, and social work), to less formal, more anecdotal, but often effective procedures.

Currently, the GE Council is developing a more explicit, concise, and directly assessable set of outcomes for the GE program. This process has included articulating a revised set of outcomes with the essential learning outcomes for GE specified by the Association of American Colleges and Universities' Liberal Education and America's Promise program. These outcomes effectively cover most of NNU's desired GE outcomes (exceptions include biblical and theological content and spiritual transformation) and have very accessible rubrics, thus facilitating both the review and implementation processes for a revised, more consistent assessment procedure.

The University is also in the process of examining and ensuring the alignment of the University outcomes and the GE objectives with the recently revised mission, value, and core themes statements. There are no apparent conflicts, but the task of operationalizing the new statements to ensure their implementation and monitoring the effectiveness of the GE in accomplishing them is yet to be completed.

Applied Degree and Certificate Programs (2.C.11)

The University does not currently offer any applied degree or certificate programs.

Graduate Programs (2.C.12)

NNU's graduate programs are created to meet the needs of students and professions for advanced-level professional training. NNU offers nine graduate degrees with 25 areas of emphasis in four schools: Business, ESWC, NHS, and TCM. NNU recently launched its first doctoral program (EdD) in educational leadership in August 2011.

Graduate degree requirements meet or exceed national norms in terms of the number of course credits and program rigor. All NNU graduate programs are a part of the University program review process and all receive external review and secondary accreditation or endorsement: business is accredited by ACBSP, counseling is accredited by CACREP, nursing is accredited by the CCNE, social work is accredited by CSWE, education is accredited by NCATE, and the Master of Arts in Religion is endorsed for ordination

by a denominational review board. In addition, the Master of Social Work program is one of only three CSWE-accredited programs offered by CCCU member colleges and universities. The Master of Counseling program is one of only two CCCU-affiliated institutions outside of California that are accredited by CACREP. The Master of Arts programs in the School of Theology and Christian Ministries and Master of Divinity have associate membership in The Association of Theological Schools (TATS).

Programs of study are developed and approved by individual departments, reviewed and approved by the curriculum committee of the school in which the department is housed, and are then approved by the Graduate and Continuing Studies Council. All of the graduate programs are carried out within a framework of established standards, objectives, and policies approved by the council to ensure that graduate students receive a high quality learning experience.

The graduate programs at NNU, in addition to a focus on student growth in knowledge and understanding, are committed to program-specific professional skill development. Graduate programs use a variety of data sources to measure students' skill development. The strength of the curriculum in terms of the translation of relevant theoretical knowledge into practical skills for the contemporary workplace is evaluated using student self-ratings of skill development, as well as feedback solicited from students' supervisors and employers.

The graduate program and faculty review process includes an emphasis on the University outcomes and also evaluates programs against the department/program's mission, goals, and objectives. Departments establish assessment plans to evaluate the program inputs as well as the performance of students and graduates of each program. As a result of internal and external program review, graduate degree programs have the opportunity to assess their effectiveness and to make recommended modifications. Significant changes in programs follow the same approval process that is used for program approval; however, minor changes can be made with the approval of the school curriculum committee.

Graduate faculty are involved in planning and implementing graduate degrees throughout the governance structure and serve on the individual department graduate admissions committees. Each department that offers a graduate program has an admissions committee that also serves as a department graduate committee. Student progress through graduate programs of study is monitored by the department through which the program is offered, and also by the Registrar's Office. Substitutions and waivers must be submitted in writing, approved by the department chair or program head, and submitted to the Registrar's Office.

Graduate Admission and Retention Policies (2.C.13)

General policies concerning graduate admission and program regulations are outlined in the *Faculty Handbook* and the *Graduate Catalog*. Program-specific information is published in each department section of the *Graduate Catalog*, and is also available on the departmental web pages. The Graduate and Continuing Studies Council regularly reviews program admission policies and regulations as part of the larger task of graduate program review. Graduate program admission standards are described in the *Graduate Catalog*. While standards differ somewhat from program to program, NNU graduate programs all call for a transcript demonstrating successful completion of an undergraduate degree from an accredited institution and letters of recommendation. In addition, some programs call for specific scores on a graduate standardized test such as the Graduate Record Exam (GRE), a personal essay, and the recommendation of a faculty interview committee.

Policies regarding the program application process, admissions requirements, transfer of credit, credit for field experiences, and graduation requirements are all proposed by school or department faculty and are reviewed by the Graduate and Continuing Studies Council to determine their consistency within the broader institutional context. General graduation policies are identified in chapter 7, section XXIII of the

Faculty Handbook. General graduation requirements and procedures are published in the *Graduate Catalog*.

The general policy concerning transfer of credit is explained in chapter 7, section XIV of the *Faculty Handbook* and states that a program may allow a maximum of 25% of the credits toward a degree to be transferred from another institution. The decision concerning whether credits may be transferred is left to the department offering the program. Some departments have more specific transfer policies that are outlined in the department sections of the *Graduate Catalog*.

Graduate Credit for Internships, Field Experiences, and Clinical Practices (2.C.14)

Credit for internships, field experiences, and clinical practice is defined by each graduate program and is explained in the department sections of the *Graduate Catalog*. Policies and expectations for these experiences are driven largely by professional accreditation of the individual programs and the expectations of the professions they serve. All graduate field experiences receiving graduate credit are designed, assessed, and supervised by graduate faculty.

Graduate Programs – Preparation of Experience (2.C.15)

Each graduate program has faculty who have a combination of successful professional experience and university teaching backgrounds in their respective fields. Many are recognized regionally, nationally, and internationally as “experts” in their fields. Professors in these programs have doctoral-level degrees and are involved in scholarly pursuits, publications, national presentations, exhibits, and research projects within the University, regionally, nationally, and internationally. Those programs that use online or hybrid deliveries are able to utilize faculty from around the world with the appropriate area of expertise to teach courses within the program.

NNU graduate students are encouraged and directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. At the master’s level, student expectations include but are not limited to completion of a thesis and/or an action research project; comprehensive examinations; personal artistic expressions of original concepts, interpretations, imagination, thoughts, or feelings; and presentation and defense of scholarly work. The students’ creative endeavors are evaluated through peer-review, as well as review by experts in the field. At the doctoral level, student expectations include the writing and publishing of a dissertation. Students are required to display and share their creations within the university setting as well as to the public in general, and are also encouraged by their professors to make regional and national presentations when appropriate.

Continuing Education and Non-Credit Programs (2.C.16)

Extended University Services (EUS) serves as the educational outreach sector of the University and provides oversight for continuing education and professional development, summer session, study tours, college core (GE requirements for APP), high school programs (concurrent enrollment, express education), conference and events, and other non-traditional offerings of the University. EUS works closely with academic departments and programs to deliver appropriate course offerings to a variety of audiences in accordance with the University’s mission and goals. All offerings through EUS are administered in compliance with all policies and procedures of NNU. In addition, all offerings or activities operate within an adopted budget under the direct supervision of the appropriate department chair or program director and the ultimate supervision of the VPAA. When planning new programs, considerations include alignment with the University’s mission and institutional outcomes, academic quality, program emergence from University strengths, and adequate learning resources.

NNU offers non-credit, professional development credit (non-academic credit recognized by the State Department of Education), and continuing education units (CEU) for continuing education and professional development courses and programs through the NNU Center for Professional Development

(CPD). The CPD ensures non-credit programming fits within the University's mission and goals by aligning all course offerings in the respective disciplines that are represented by current NNU academic programs. The CPD offers programs and courses that enable professionals to advance their careers, qualify to certify and/or recertify for licensure, and develop specializations in their disciplines. These courses are offered in the areas of K-12 Education, Serving Professions (counseling, social work, health management), and Organizational Training and Development.

Academic Quality of Continuing Education and Special Learning Programs (2.C.17)

Courses (including curriculum, pedagogy, delivery method, scheduling, course rigor, and length) are designed in collaboration with academic departments to ensure that content and programming is pertinent to meeting the University's mission and goals and needs of the students. Instructors are approved by NNU's respective school deans to confirm University mission fit and verify that instructors have the skills and appropriate background necessary to teach the courses offered through EUS and the CPD. Following each course, students complete an online survey evaluating the instructor, course content, delivery method, and viability of the course (i.e., did it meet the students' needs?). This feedback is used regularly to guide future course offerings.

Continuing Education Units (2.C.18)

The granting of professional development and CEUs by the CPD, as well as the transcription of these and all other professional development non-credit course offerings adheres to FERPA regulations and follows University policy. Guided by generally-accepted norms for university program and course offerings, CEUs are consistent across the institution and to all of NNU's constituents and are awarded based on student achievement of curricular goals and objectives of courses.

Most courses offered by EUS are for academic credit. In rare instances in which CEUs are used by special request from a school district or professional organization and the course is vetted through the academic department/school, the PD-Learn system keeps track and generates a CEU-type transcript. Generally, one CEU is awarded for 10 hours of active participation in a particular environment with instructor oversight, or for 20 hours of laboratory or experiential learning.

Records for Non-credit Courses (2.C.19)

The CPD utilizes the PD-Learn system as its student information and course catalog system. This system also keeps student records (profile, course enrollments, and grades), financial transactions, transcript processing, course syllabi (including course requirements, goals, and outcomes), course scheduling, and enrollments. The only exception is the Nazarene Ministers Course of Study Online, in which case, all appropriate records are maintained by the School of TCM and the NNU Registrar's Office.



Student Support Resources

Learning Environments (2.D.1)

NNU has a moderately selective admissions policy that attracts students with a wide diversity of abilities. The University recognizes the challenges faced by this diverse population and is committed to meeting the learning needs of all students. NNU provides effective learning environments with appropriate programs and services that encourage personal, intellectual, and academic growth and success.

New Student Orientation is offered to all freshmen and transfer students at the beginning of the fall semester. New Student Orientation includes a half day set aside to introduce students to academic resources available at NNU and help prepare students to achieve academic success. Session topics include an introduction to campus technology, library resources, advising, academic support resources, and helpful hints and tips for experiencing success in the classroom. A condensed version of this academic orientation is also offered for transfer students, as well as for new students at the beginning of spring semester.

The University has eight buildings that contain a majority of the classrooms on campus. With the exception of a few classrooms designed for special use, all of the classrooms are fully equipped with basic technology for instruction and approximately 65% of all classrooms are also equipped with SMART Boards. Classroom technology is supported by the Department of Technology and Media Resources (TMR). If a faculty member or student needs technology support in the classroom, the TMR is prepared to provide support or equipment during all daytime and evening courses. The TMR helps facilitate live video streaming of courses, provides faculty an option to videotape class presentations, and helps faculty post those videos online if desired. The TMR has an extensive media library that is available to faculty members or students to check out.

The Academic Support Center enhances the undergraduate academic program of the University by providing students with a variety of academic services free of charge. These services include writing consulting, subject area tutors by peers, courses for credit (university success, writing, reading, math, and computer applications), and academic counseling. Supplemental Instruction is offered for selected courses.

The Office of Academic Advising and Testing is responsible for oversight of the academic advising and scheduling for all first semester freshmen and transfer students, in consultation with faculty advisors. The Academic Advising Office endeavors to enhance the educational experience of each student through assistance in discovering his or her abilities, interests, and career objectives. Student progress is

monitored each semester and the Academic Advising staff counsels those students encountering difficulties. See Standard 2.D.10 for additional information about NNU's academic advising services.

In addition to providing advising services, the Office of Academic Advising and Testing also serves as the campus contact for disability-related needs and works closely with students and faculty to ensure equitable access for all students. The office coordinates and provides reasonable accommodations, advocates for an accessible and hospitable learning environment, and promotes self-determination on the part of the individuals served.

The Office of Academic Advising and Testing also provides high quality testing services in accordance with the National College Testing Association Professional Standards and Guidelines and governmental regulations. Academic Advising and Testing staff administer the CAAP, residual ACT, CLEP, DSST, and COMPASS mathematics and English tests, and also proctors distance course examinations for NNU students.

The Career Center provides information and assistance to undergraduate students who wish to assess career goals and investigate career opportunities by offering a variety of services, career events, workshops, and career-related courses. Graduate students are also served on a limited basis. Specific services include postings for part-time and full-time employment and assistance in employment searches, internship postings, resume and cover letter instruction and review, practicing interview skills, and providing access to additional career centers and professional networks.

The John E. Riley Library contains more than 120,000 print monograph holdings and 13,000 print serial back files, and also provides an extensive collection of full-text e-books and journals, as well as electronic databases for use by campus-based and online students. The library also has approximately 60,000 volumes in collections of microforms, non-print materials, K-12 curriculum adopted by the state of Idaho, and federal government documents, for which the library is a selective depository. See Standard 2.E. for additional information about NNU's library and information resources.

E-Learning support for online, hybrid, and face-to-face courses is available to students both on campus and those taking classes at a distance. E-Learning Services has produced a number of video tutorials to assist students and faculty in familiarizing themselves with the features of ANGEL, the University's online LMS. These are accessible on the NNU E-Learning Services website. The TMR department, in coordination with E-Learning Services, provides helpdesk technical support for students and faculty who have questions related to e-learning issues.

Student Safety and Security (2.D.2)

The NNU Department of Campus Safety reports to the Vice President for Student Development (VPSD) and operates out of two facilities on campus: the Campus Safety Building and the Nampa South Police Substation. The department's primary objective is to help ensure a safe and secure campus environment for students, employees, and visitors. The Department of Campus Safety maintains a strong professional relationship with the Nampa Police Department. When necessary, campus safety collaborates with local law enforcement, outside public safety agencies, and other college and university safety or security departments.

In 2007, the Department of Campus Security was renamed the Department of Campus Safety and was restructured to consist of a patrol division and a public safety division. The restructure and the name change were made to accurately reflect all of the department's assigned responsibilities.

The patrol division currently consists of three full-time and one half-time campus safety officers and one administrative supervisor who report to the Director of Campus Safety. The patrol division is responsible

for emergency response (first responder), fire and intrusion alarm response, crime and incident response and documentation, vehicle traffic crash reports, vehicle traffic enforcement, vehicle jump starts, safety escorts, directed patrol, animal control issues, assisting public safety with campus safety education programs, daily unlock and lockup of facilities, immediate room or building access requests, and large event security. The patrol division provides the main campus with services 24 hours a day, seven days a week. The patrol division documents, publishes, and distributes crime statistics and campus security policies as required under 34 CFR 668.46 (implementation of the Jeanne Clery Act). The Campus Security Report and crime statistics are published annually and made available on the NNU website. All campus safety officers are trained in police officer standards or have received other equivalent training.

The public safety division is supported by the Director of Campus Safety and one half-time campus safety specialist. In addition to patrol officer duties, the public safety division provides the main campus with safety education training, performs campus safety audits, incident investigations, emergency management, and facilitates emergency drills. The campus safety specialist and all campus safety officers are trained and certified in FEMA's National Incident Management Systems. The campus safety specialist oversees all evacuation and emergency drills for educational facilities and residence halls. Educational facilities are drilled annually and residence halls are drilled within the first 10 days of the fall and spring semesters. The public safety division has trained 21 building emergency coordinators, who conduct the evacuation drills and manage evacuation mustering sites. The University's *Comprehensive Emergency Management Plan* is evaluated annually.

The University has two electronic emergency alert systems: Blackboard Connect and Alertus. In the event of a serious campus emergency Blackboard Connect has the ability to send emergency notifications through email, text messages, and phone calls to University students, parents, faculty, and staff. Alertus emergency notification software allows every computer and monitor connected to the University's network to be overridden with a silent emergency alert. The emergency warning is prominently displayed on the computer monitor and the computer user must acknowledge receiving the message before computer use can continue. Alertus messages can be sent to an individual IP address, specific campus building, or the entire campus community. Blackboard Connect and Alertus are managed by the Executive Director of Information Technology and the VPSD.

Security at NNU's Boise campus is provided by the Washington Group Plaza and is outsourced to a private security company. The Plaza is equipped with key card access systems and video surveillance. Local police provide safety and security for the leased facility space in Idaho Falls, Idaho; Twin Falls, Idaho; and Colorado Springs, Colorado.

Recruitment, Admissions, and Orientation (2.D.3)

The Office of Admissions contributes to NNU's overall mission by recruiting and admitting traditional undergraduate students. Summer school, graduate, and non-traditional student recruitment and admission is handled by the specific departments responsible for the programs. The Office of Admissions operates according to the *Admissions and Recruitment Strategic Plan* that is updated annually and includes numerical goals for the number of applications received, students admitted, and students enrolled, as well as strategies for accomplishing these goals.

Admission policies for first-time freshmen, transfer students, and readmitted students are clearly stated in the *Undergraduate Catalog*, as well as other appropriate publications. The moderately selective admission policies and criteria are established to admit students with an ability to benefit academically and succeed at NNU while taking into consideration the redemptive mission of NNU as a Christian University.

The Office of Admissions, which reports to the VPED, operates under the following departmental mission statement:

The Office of Admissions strives to increase enrollment at Northwest Nazarene University by presenting NNU as the Christian school of excellence in the Northwest. We build relationships and encourage positive educational choices by serving students, parents, educators, alumni, churches, and other constituents in a responsive, Christlike manner.

The Office of Admissions has two major functions: recruiting and admitting. The recruiting function includes a variety of activities performed by admissions counselors or other admissions personnel for the purpose of meeting prospective students and discussing educational opportunities at NNU. NNU's recruitment territory is defined by the regional boundaries of the Church of the Nazarene and is focused on recruitment within the states of Idaho, Washington, Oregon, Alaska, Montana, Wyoming, Colorado, Northern Utah, and Northern Nevada, although students outside this region may be recruited if the student initiates the relationship.

The admitting function includes processing and tracking of student applications by the admissions support staff, with ongoing review of student status by the admissions counselors. Students who meet two of NNU's three admissions criteria are fully admitted. Students who do not meet full acceptance criteria may be admitted provisionally, referred to the Admission and Recruitment Committee for review, or deferred/denied admittance, as explained in the *Undergraduate Catalog*.

To ensure that students know and understand the degree requirements related to their major, the Office of Admissions, in collaboration with the Office of Academic Advising and Testing, Registrar's Office, Business Office, Office of Financial Aid, and the Office of Student Development, hosts a tour of pre-registration events each summer throughout the Northwest. These events, called Jump Start, are designed to help new students make a successful transition to NNU and set a course toward successful degree completion. Students who are not able to attend one of the regional Jump Start events may participate in one of several virtual Jump Start events, or they may schedule their own individualized Jump Start session on campus. In addition to the Jump Start events, a half day academic orientation for students and mandatory meetings with major advisors is built into the New Student Orientation Schedule each fall to help acclimate students.

Program Elimination (2.D.4)

In the event of program elimination or significant change in requirements, students are informed of changes as soon as possible. When program elimination occurs, the University commits to "teach out" the courses for the program within a reasonable time frame and advisors work closely with the students to develop a plan to enable students to complete program requirements in a timely manner. Students enrolled in a program that has been eliminated or modified may graduate with the degree requirements in a previous catalog within a seven-year time period. If a course required for a program or major has been discontinued, the faculty advisor will make an appropriate course substitution.

Publishing of Current and Accurate Information (2.D.5)

To assist students in completing their programs, NNU publishes current and accurate information on the University's website, as well as in the *Undergraduate* and *Graduate Catalogs*, which are available online and in print format upon request. To ensure integrity in all communication, the institution reviews its publications and web content regularly and continually updates its online catalog content with the latest changes. Key information that is provided for prospective and current students, as well as other stakeholders, is listed below (with specific links to the information).

- NNU’s mission and values (core themes) are posted on the University website and are also stated on page 9 of the *Undergraduate Catalog* and pages 8-9 of the *Graduate Catalog*.
- Entrance requirements and procedures are posted on the Admissions website and are explained on pages 15-20 of the *Undergraduate Catalog* and pages 13-14 of the *Graduate Catalog*.
- The University grading system is explained on pages 62-63 of the *Undergraduate Catalog* and pages 21-22 of the *Graduate Catalog*.
- Information on undergraduate academic programs is provided in the *Undergraduate Catalog* by schools and departments beginning on page 86. The program descriptions include learning objectives, course requirements, and any additional prerequisites or requirements such as a subject exam, recital, advanced standing, etc. Course descriptions are provided by department beginning on page 236. Information on graduate academic programs and course descriptions is provided in the *Graduate Catalog* by schools and programs beginning on page 24. All students have access to their degree audit in the NNU portal. Students and advisors utilize the degree audit to plan students’ schedule of courses and timeline for degree completion.
- The names, titles, degrees held, and conferring institutions for administrators and full-time faculty are provided on pages 341-354 of the *Undergraduate Catalog* and pages 152-161 of the *Graduate Catalog*.
- Student lifestyle expectations are explained on page 80 of the *Undergraduate Catalog*. In addition, undergraduate students sign a Lifestyle Commitment Agreement as part of the application process.
- The tuition charges, student fees, and room and board charges are listed on pages 30-32 of the *Undergraduate Catalog*. Tuition and program costs for graduate programs are set individually by each program and are published on the University website. Within each graduate program page, there is a “Financial Aid and Tuition” link that provides specific information related to tuition charges, program costs, and student fees.
- The refund policy for students who withdraw is explained on pages 22-23 of the *Undergraduate Catalog* and page 16 of the *Graduate Catalog*.
- Opportunities and requirements for student financial aid are explained in a Financial Aid Brochure given to students, is available on the Financial Aid website, and is also provided on pages 23-29 of the *Undergraduate Catalog* and pages 14-17 of the *Graduate Catalog*.
- The undergraduate academic calendar is published on the University website and is also provided on page 358 of the *Undergraduate Catalog*. The academic calendars for graduate programs are set individually by each program and are published on the University website. Within each program page, there is a “Schedule” link that provides specific information related to program schedules.

Eligibility Information for Licensure and Entry into Professions (2.D.6)

Students have open access to most majors offered at NNU. Program requirements and prerequisites are described in the *Undergraduate Catalog*, as well as in departmental brochures and content published on the departmental web pages. Education and nursing are the only undergraduate programs that are selective. Admission to these programs is explained on pages 19-20 of the *Undergraduate Catalog* and is also included on the web pages for each of the programs, as well as in the program application materials. Nursing is the only program that has competitive entry with 40 students per year receiving full acceptance into the program; remaining eligible applicants are placed on a waiting list. Programs that lead to specific licensure reference the criteria for licensure within their web pages and application materials. Information for licensure is communicated to undergraduate and graduate students throughout their academic career and is specifically distributed to students during their final year in the program.

Admission requirements for each of the graduate programs offered at NNU are described in the *Graduate Catalog* and are also provided in departmental brochures and content published on the departmental web

pages. Following submission of application materials, prospective students are screened prior to acceptance into the program. Most programs follow a cohort model and limit the size of the cohort. Once a cohort is full, students are placed on a waiting list and are added to the next cohort. Programs that lead to specific licensure reference the criteria for licensure on their web pages and in their application materials. Information for licensure is communicated to graduate students throughout their academic career and is specifically distributed to students during their final year in the program.

The Career Center also provides information and assists undergraduate students, as well as graduate students on a limited basis, with career advising related to unique requirements for employment and advancement in professions.

Retention of Student Records (2.D.7)

The retention of student records, including provision for reliable and retrievable backup of those records, is a high priority. The appropriate and legal handling and disposal of student records is outlined in the Information Retention and Destruction Policy, which provides guidelines for the retention of student records in various offices. NNU maintains technology to back up information regularly to ensure information can be retrieved in the case of a system failure or other problems that may occur. The NNU system has an across-campus recovery site. Plans are in place to create an alternate data center across campus and full back-ups at an off-campus site.

Access to student records is in accordance with FERPA. Students are informed each semester in the schedule bulletin of their rights under FERPA; this information is also available online. Policies for the disclosure of personal information are published in the *Undergraduate Catalog* and are also available online. Students complete a Student Information Form upon their initial enrollment which allows them to designate whether their parents may access their academic records. A Change of Privacy Information Form related to access of academic records is available in the Registrar's Office. Students may also request that no information, including directory information, be disclosed by completing a Student Release of Directory Information and Academic Access Form in the Registrar's Office. Students who request no disclosure of information are flagged electronically and staff members are alerted. The Registrar's Office has developed FERPA training for faculty, staff, and student employees. Faculty members received FERPA training during their faculty workshops in August 2012. Training for staff and students will be implemented this fall.

Financial Aid Program (2.D.8)

The University provides an effective and accountable program of financial aid that is consistent with its mission, the needs of its students, and institutional resources. NNU uses a variety of communication tools to inform enrolled and prospective students of the categories of financial assistance available. Information is published in a Financial Aid Brochure, the *Undergraduate* and *Graduate Catalogs*, and on the Financial Aid website.

Financial aid policies have recently gone through a thorough review and have been updated to ensure consistent and equitable awarding of all University funds. NNU aid policies and procedures have been reviewed by an outside consulting firm to support a balanced and consistent model for awarding merit and need-based aid to best support recruitment and retention of all qualified students. The Financial Aid Advisory Committee reviews policies and procedures regularly to provide input to the Office of Financial Aid and to determine that all financial aid funds are distributed in a fair and equitable manner.

Policies and procedures that guide the disbursement of state and federal aid are reviewed annually in accordance with federal regulations and are updated as necessary. The Office of Financial Aid staff uses a variety of training tools to ensure that the knowledge and procedures are effective, accurate, and in compliance. The University's annual finance audit conducted by an independent audit firm includes an

analysis of the institution's financial aid, which is reviewed by the Board of Trustees. The University continues to have minimal, if any, audit findings.

Financial Aid – Student Repayment Obligations (2.D.9)

All students are provided information regarding loan options, the steps to apply for a loan, and the obligations they are agreeing to meet as a condition of receiving a student loan. Students are required to go to www.studentloans.gov and complete entrance counseling and a Master Promissory Note prior to the University processing their Direct Federal Loans. Through exit counseling, students are notified of their loan obligations when they graduate or leave the University. NNU is now using National Student Loan Data System (NSLDS) reporting tools to follow up on delinquent borrowers to let them know of repayment, deferment, and forbearance options. The institution default rate for several years has been in the range of 1.3% to 1.7%; however, the most recent default rate rose to 4.7%. This reflects the national trend due to the economy, but did alert the University of the need to take more proactive steps to reduce the number of students defaulting on their loans.

Academic Advising (2.D.10)

Academic advising is mandatory for all undergraduate degree-seeking students and is the process by which faculty advisors guide students toward degree completion, while also endeavoring to fulfill NNU's core values. Academic advisors take time to get to know students and work with them to provide accurate advising information for creating a realistic plan to accomplish their educational and career goals.

Academic Advising is under the authority of the VPAA and is assessed annually by the Student Satisfaction Inventory administered through the Office of Retention. The Office of Academic Advising and Testing and the Registrar provide oversight for all advising and scheduling responsibilities. NNU utilizes a "split model" for advising in which the Office of Academic Advising works with specific groups of students (i.e., first semester scheduling, undeclared, liberal studies, and applied studies majors, and under-prepared students), and all other students are assigned to a faculty advisor within the department of their major. Faculty advising within the academic departments creates focused opportunities for faculty to build intentional relationships with students majoring in their discipline. Advising is primarily a faculty role; however, administrators and staff also participate in specific tasks and situations.

The Office of Academic Advising and the Registrar collaborate to provide faculty training and timely materials for advising students each semester. Presentations and materials are provided to all faculty during faculty workshops each fall, and as needed during monthly faculty meetings. A detailed packet of advising instructions is provided to new faculty during New Faculty Orientation. Updated instructional materials are provided to all faculty advisors prior to registration each semester, and other times as needed. Important advising calendar dates are provided in hard copy and distributed via campus mail, as well as via email and through the campus electronic calendar.

First semester students are required to meet with their major advisor and/or their academic department during scheduled academic advising sessions offered during New Student Orientation. These sessions are promoted through a New Student Orientation Booklet. Returning students are required to meet with their major advisor prior to registering for classes each semester. The Registrar's Office notifies students of departmental advising meetings each semester. Each department is responsible for meeting with its students by group, and/or individually. Major advisors provide the approval for returning students to register for classes either online or on paper. Students are not allowed to register for classes without the approval of their major advisor.

Co-curricular Activities (2.D.11)

NNU offers numerous co-curricular activities and programs that foster the intellectual and personal development of students consistent with the University's mission and core values. Activities are designed to not only offer students something to do for recreation and relaxation purposes, but also to provide students opportunities to learn and socialize outside the classroom, spending time together and establishing friendships. A majority of these activities are organized by students for students. Most of these extra-curricular opportunities are offered through the Office of Campus Life in three key areas: student activities, student involvement, and student leadership.

In 2010, the intramural program at NNU changed its name to Campus League. The purpose of Campus League is to involve students in recreational activities that enhance the level of community on campus and provide leadership opportunities for a variety of students. Students are involved as participants, spectators, coaches, managers, supervisors, and officials. Campus League is divided into two areas: Campus League Sports (CLS) and Campus League Activities (CLA). CLS maintains the traditional athletically-focused sports competition (flag football, basketball, soccer, softball, etc.). CLA is aimed at those students who enjoy the spirit of competition without the expectation of athletic prowess (chili cook-offs, tagged, spelling bees, amazing race, etc.).

Students are encouraged to get involved in various clubs, campus ministries, and community service projects. Clubs that are affiliated with NNU can be broken into three main categories: academic, social, and ministry clubs. Clubs provide a way for students of like-interests to meet together on a regular basis, work on projects, and enjoy each other's company. Each club must follow guidelines that are set up through the Office of Campus Life and enforced through the Student Senate. In order for a club to be officially recognized on campus, it must write a constitution, select an advisor from among the NNU employees, elect officers, conduct a fundraiser, and perform an act of community service each year. Most clubs are eligible for funding through student fees. These funds are allocated each semester through the Student Senate.

NNU places a strong emphasis on student-led organizations and makes student leadership development a priority. Ongoing training and equipping occur each year with over 140 students serving in different student leadership positions on campus. The Office of Student Development creates boundaries and expectations for those who seek to serve in student leadership positions and provides appropriate oversight and advising. Policies regarding minimum grade point averages, limitations regarding the number of leadership positions a student can hold at any given time, and consequences of NNU lifestyle violations all provide standards that assist students in maintaining a positive academic and co-curricular experience.

Auxiliary Services (2.D.12)

The University's auxiliary services support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. These entities welcome and regularly seek input from the campus community to improve the services offered. Further, the Student Satisfaction Inventory, completed by students each fall, also provides useful data that is used to drive decision-making and improve campus services.

The NNU Bookstore is owned and operated by the University, with the manager reporting directly to the VPFA. The bookstore is located on the main floor of the Student Center, which provides easy access for the campus community. The bookstore provides textbooks and course materials for undergraduate and graduate programs, as well as school apparel and merchandise, computer supplies, and general merchandise for students' convenience. The Bookstore Manager makes a concerted effort to

communicate with faculty regarding the need for timely and accurate textbook adoptions in order to provide appropriate course materials for students in the right quantity and stock as many used textbooks as possible to help students save money.

The Office of Conferences and Events provides technical support to the Registrar's Office in maintaining the campus scheduling system, and assists campus departments in scheduling and production support for department meetings, events, and conferences. NNU's facilities are made available to the greater Treasure Valley community through the Office of Conferences and Events. Community use of facilities is secondary to University functions. While the rental of facilities produces some revenue for the institution, the primary value to the University is the engagement with the broader community. Events and performances such as Boise Philharmonic performances, Congressional debates, Red River Powwow, and high school baccalaureate services and commencement ceremonies enhance and enrich NNU's educational and cultural environment. The University also hosts educational development conferences such as ACSI Nexus, Girls' State, and Boys' State, as well as various educational outreach programs for area primary and secondary schools.

Food service is provided through a bid-awarded contract with an independent food services company, Sodexo America, LLC. The contract is supervised by the VPFA and the program is managed by the VPSD. Sodexo offers three areas of service to the campus: 1) On-campus meals in both the dining hall and the retail coffee shop (Amity Perk) located in the Student Center; 2) Catering services to the campus community; and 3) Concessions services at various campus sporting events. The Sodexo staff regularly uses customer feedback received from a suggestion box in the dining hall and biannual surveys of the campus community, as well as emerging national and regional trends, to improve services for students, employees, and campus guests.

The NNU Post Office serves as the mail room for the University and facilitates all incoming and outgoing mail for students and campus offices. The post office staff members have mail piece design certification and assist campus offices in making bulk mailings efficient and economical.

NNU Print Solutions serves as the campus print shop and offers a variety of printing, copying, electronic imaging, and binding services to the campus community. Many of the marketing materials for academic departments are now printed in-house and faculty members utilize the print shop to produce lab manuals, course packs, and other compilations of course materials. Although student printing is widely available throughout the campus, students use the printing and copying services for variety of class projects, to print master's and doctoral theses, and to produce weekly flyers, newsletters, and other promotional materials for student activities.

Being a residential campus, the Office of Residential Life works to ensure that livable, safe, and productive environments exist in the eight residence halls and apartment complexes on campus. As a residential campus, NNU requires its traditional, undergraduate students to live on campus until their senior year or until they reach 22 years of age. Occasional exceptions are made for extreme financial hardship or if a student is living at home. Residence hall living enhances the development of personal identity, relationship skills, thoughtful decision-making, leadership qualities, and community interdependence for students at NNU. All of these experiences contribute significantly to students' education and are reasons why NNU makes residential living part of its educational design. Student input is gathered on a regular basis through comments received from students and observations made by resident directors and student resident assistants. In the summer, the Office of Residential Life offers conference housing for guests in coordination with the Office of Conferences and Events.

Intercollegiate Athletics (2.D.13)

The NNU athletic department fully embraces, affirms, and seeks to embody the mission of the University and believes that participation in athletics and competition provides a unique context and environment in which the University mission may be instilled and lived out in a disciplined life (See *NNU Athletic Principles*). NNU offers eight sports for women: basketball, cross-country, golf, indoor track and field, outdoor track and field, soccer, softball, and volleyball. NNU offers seven sports for men: baseball, basketball, cross-country, golf, indoor track and field, outdoor track and field, and soccer.

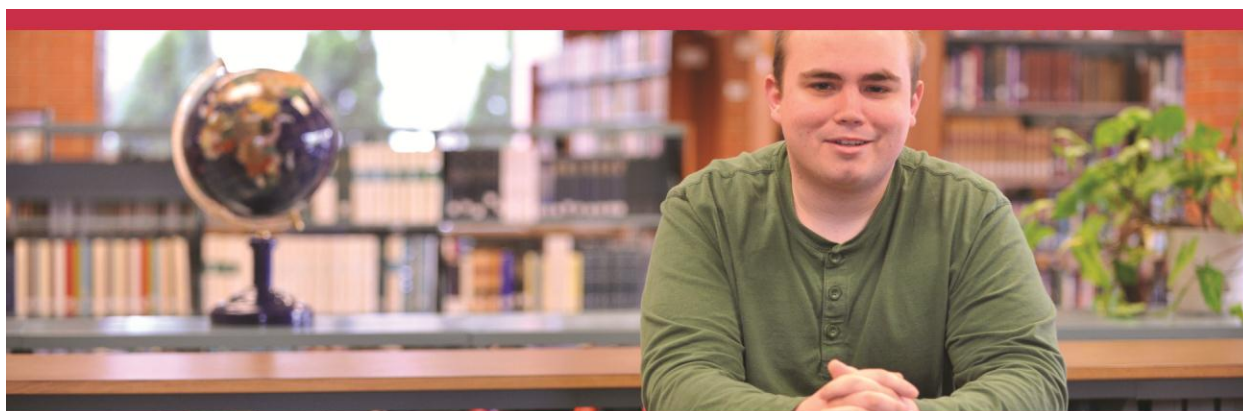
As outlined in the *Administrative Responsibility and Athletic Controls* document, intercollegiate athletics at NNU is administered by the Board of Trustees, University President, Faculty Athletics Representative, Athletic Council, Athletic Director, Associate Athletic Director for Compliance, Senior Women's Administrator, and the coaching staff. The athletic department complies with and monitors all applicable rules and regulations of the National Collegiate Athletic Association (NCAA) and the Great Northwest Athletic Conference (GNAC) in the conduct of intercollegiate athletics programs.

Student-athletes are reviewed for admission according to the same standards as all other students and are not afforded any special consideration. Admission profile reports are compiled and reviewed to ensure student-athletes meet the same admissions criteria as non-student-athletes. Once admitted to the University, student-athletes must meet the same requirements for satisfactory academic progress as all other students, as well as initial and continuing eligibility for NCAA competition.

Financial aid awards for student-athletes are processed in the same manner as financial aid awards for other students. The Associate Athletic Director for Compliance works closely with the financial aid officers to ensure the University adheres to all institution and NCAA rules and regulations. All financial aid is entered on a student-athlete's account by the financial aid officers in the same manner as for all other students. An official financial aid letter, which includes loan information and all institutional, governmental, and aid from other outside sources, and which may or may not include an athletic scholarship, is processed by the financial aid officers and sent to student-athletes in a manner consistent with the process for all other students.

Distance Learning Identity Verification (2.D.14)

The Admissions and Registrar's Offices utilize the same identity verification process for on-campus students and distance learning students. Students are assigned an ID number that is used to identify them in institutional databases. NNU currently addresses the distance education requirements of the Higher Education Opportunity Act (HEOA) by implementing unique student usernames and passwords for all students using LDAP, an industry-standard authentication technology. Degree-seeking students use their student username and network password to access the campus portal (which includes access to their course schedule, grades, degree audit, and other academic information), institutional e-mail, and learning management systems (ANGEL and iCampus). Degree-seeking students are required to update their network password every 270 days, following a "strong password" policy. In regard to completion of assignments, projects, and exams, students in distance and online courses are subject to the same academic integrity policies as on-campus students.



Library and Information Resources

Appropriate Library Resources (2.E.1)

The University strives to provide a wide range of library and information resources to meet the academic needs of students, faculty, and staff. The library contains more than 120,000 print monograph holdings and 13,000 print serial back files, over 75,000 e-books, and access to over 40,000 full-text journals and newspapers through licensed databases for use by campus-based and online students. The print monograph collection continues to grow at a steady rate of approximately 2,000 items per year (2,232 items were added in 2009-10; 2,961 items were added in 2010-11; and 1,745 items were added in 2011-12). A part of the print monograph collection includes a special collection of works by or about John Wesley. The library also has approximately 60,000 volumes in collections of microforms, non-print materials, and federal government documents, for which the library is a selective depository. The library is one of eight Idaho State Department of Education Curricular Materials Regional Centers, serving as a depository for K-12 curriculum adopted by the state. This collection is used extensively by education students as well as local teachers and parents. Additional resources for the research needs of students and faculty are provided through interlibrary loan. This service is provided to NNU students and faculty at no cost.

The John E. Riley Library is open 78 hours per week during the traditional academic year and 40 hours per week during the summer. Library hours are posted at the entrance to the building and on the library website. Any deviations from regular hours are posted on the front doors, by the service desks, and on the library website well in advance so that all users, whether on-site or online, are aware of the changes. Remote access to online resources is available via authentication to all faculty, staff, and students 24 hours a day.

NNU's membership in OCLC enables the library to significantly extend the resources available to the University community with shared cataloging functions and interlibrary loan services. The Northwest Association of Private Colleges and Universities—Libraries (NAPCU), comprised of 30 private, four-year, NWCCU-accredited academic institutions in Idaho, Montana, Oregon, and Washington, provides on-site borrowing privileges at any member institution's library. These libraries and the OCLC group of Libraries Very Interested in Sharing (LVIS) are committed to providing interlibrary loans at no cost. The capacity for licensing and/or purchasing of many electronic databases and e-book collections has been enhanced through consortial agreements with Westchester Academic Library Directors Organization (WALDO) as a member of Christian Library Consortium (CLC) and with the Orbis Cascade Alliance.

The NNU library and the College of Idaho library share an Integrated Library System (ILS). This system has significantly increased the resources available to NNU students and faculty. Patrons from both

institutions benefit from the increased collection size created through this collaborative effort; items may be requested for delivery and checkout at the partner library with a single institution ID. In addition, NNU has a long-standing reciprocal borrowing agreement with Boise State University (BSU) whereby students and faculty may receive a special borrower's card at either the NNU or BSU library by presenting their own institution's valid ID card. A similar agreement is in place with Boise Bible College.

In the spring of 2008, the Board of Trustees designated approximately \$5.5 million in funds from the Leah Peterson Estate to serve as the lead gift for the renovation and expansion of a library/learning commons facility to be named in her honor. Schematic drawings for the facility were completed in December 2010. Based on additional fundraising efforts, the University anticipates breaking ground for the facility in 2013. The completed facility will increase the size of the building from 22,800 sq. ft. to nearly 58,000 sq. ft. and will provide significantly increased library space, an academic learning commons for the University, as well as house additional learning resource units including Academic Advising and Testing, the Academic Support Center, E-Learning Services, Information Technology, and Technology and Media Resources.

The University has made a number of improvements to the current library facility in recent years to increase the usable space and enhance the study environment. In anticipation of the new facility, \$100,000 was made available to update furniture to make the current facility more pleasant and also be used in the new/renovated space when construction is completed. In addition, book shelving was added and rearranged on the main and upper levels of the library to relieve some of the overcrowding.

Library Planning (2.E.2)

Planning for library and information resources is guided by surveys, statistical data, feedback from the campus community, and everyday interactions and observations. Library users are encouraged to provide feedback to library staff members regarding resources and services via survey tools, email, or online chat, all of which are available on the library's website. The library staff also collects statistical data about collection size (both materials added and those withdrawn), use of the print collection (materials circulated and internal use), gate counts, reference desk transactions, usage statistics for online resources, interlibrary loan borrowing and lending, and instructional sessions and participants. Some data are collected daily or weekly and other data are collected monthly or quarterly. This data is compiled into formal and informal reports for library planning, evaluation, and institutional reports.

The librarians interact with the campus by participating in a variety of campus councils and committees. The Director of Library Services, who is also the Dean of Learning Resources, is a member of the Deans' Council, Undergraduate Academic Council, and Technology Advisory Group (TAG). Other librarians serve on the General Education Council, Teacher Education Council, Graduate and Continuing Studies Council, and E-Learning Committee. These bodies provide regular opportunities for the library staff to solicit valuable feedback from administrators, school deans, faculty representatives, and students, related to library and information resources.

The selection and deselection decisions of all materials are guided by the Collection Development Policy based on program needs, recommendations from faculty, and the professional literature. Selection is the joint responsibility of the librarians and teaching faculty. Each school within the University is assigned a liaison librarian who works with faculty in the selection of materials. Assessment tools such as core bibliographies in the discipline, as well as system-generated reports showing publication date, usage, etc., are made available to faculty to assist them with the evaluation of books in their discipline.

The purchasing of print monographs and information resources is primarily faculty-driven. Teaching faculty at both the undergraduate and graduate level are encouraged to submit orders for materials needed

to support their course activities and orders are placed based on funds available. As an example of further collaboration with faculty, in spring 2012, the music department used departmental funds to select additional library resources for support of specific courses as recommended by the NASM accreditation team report. Librarians worked with the department chair and key music faculty to identify additional digital resources that are now available for all students.

Teaching Library Skills (2.E.3)

The librarians are committed to providing instruction and support for library users. For two of the three librarians, instruction is assigned as one of their primary responsibilities. Much of the instruction is done one-on-one as individuals physically come to the library or make use of virtual communication tools such as email and live chat. Professional librarians or trained student assistants provide service at the public reference desk when the library is open. Trained reference student assistants are often the first point of interaction and they transfer the inquiries to one of the librarians when they need to. Librarians set up times for appointments and consultations with faculty and students within their offices and also go to faculty offices to meet with them as needed.

Librarians and library services are introduced as a part of the academic orientation during the undergraduate New Student Orientation. Students receive instruction in the effective use of library and information resources in a required research writing and critical thinking course, ENGL1030, taken during students' freshman or sophomore year. Librarians also meet with individual classes as requested by faculty to provide specific training on library resources and research skills required to complete specific assignments. For graduate students, librarians meet with students during on-campus new student orientation sessions, and also provide detailed instruction on graduate-level research.

Online students are provided with modules for basic library orientation and instruction through screen capture videos and live or recorded Adobe Connect sessions. Librarians have been embedded in several online courses such as graduate education Advanced Research Design, Technology in Nursing Education, and Computer Applications in Business. Involvement includes posting tutorials and materials online, holding live office hours through Adobe Connect, and collaborating with faculty to develop activities that address the Information Literacy Competency Standards for Higher Education prepared by the Association of College and Research Libraries. Materials from the collection are sent to these students when requested.

Faculty members also receive training in library services. New faculty are given information on library services during their orientation and are encouraged to set up one-on-one sessions with the librarians to learn about the resources and services that support their content area. As the library acquires new resources and provides new services, information is emailed to faculty with links and instructions on how to access the materials. The librarians have also created a series of Library Subject Guides that are made available for faculty to link to in their courses to support research and provide program-specific resources.

Library Resources Evaluation and Security (2.E.4)

The library staff regularly and systematically evaluates the quality, adequacy, and effectiveness of resources. Faculty and student input regarding collections and services is sought regularly and welcomed by the librarians. When input from others is not available, librarians make decisions regarding quality, adequacy, and utilization of materials as a team.

The library collections continue to change and expand as the University embraces 21st century technologies and resources. For example, as electronic access has increased, the librarians have evaluated print journal subscription costs and usage, and where appropriate, have cancelled the print subscription, freeing funds to obtain additional electronic resources. During 2011-12, a collection of ProQuest databases was added that enhanced and expanded the full-text resources available to library users.

A 70,000 item licensed e-book collection has significantly enhanced the accessibility of monographic materials for online students and faculty, while at the same time expanding the size of the collection for all users. The library has renewed this subscription for an additional three-year period and is committed to purchasing individual e-books as well as print books. The addition of the EdD program in fall 2011-12 required additional resources, such as *Dissertations and Theses A&I: The Humanities and Social Sciences Collection*, to which the library has subscribed. This resource provides research support for other graduate-level programs as well.

The librarians continue to explore new products and services and compare them with currently held resources to ensure that the best resources that can be afforded are being offered to faculty and students. When potential resources and services are being evaluated for possible acquisition, trial information is frequently made available to faculty and students to allow them to use the product or service and provide feedback on whether it would be useful for them.

Analysis of usage statistics helps ensure that resources are being adequately utilized and the library users' information needs are being met. A licensed service has been in place for several years to provide statistical data on the use of many, but not all, of the electronic databases to which NNU users have access. It is anticipated that with the implementation of OCLC's WorldCat Local discovery tool in fall 2012, more detailed usage of all online resources will be available and will provide strong data on the usage of resources. This will allow librarians to make decisions whether to continue to subscribe to a particular resource and/or find new ways to promote a given resource.

Academic departments and schools are encouraged to conduct extensive reviews on occasion to evaluate the collections and periodical titles for their discipline. Items are withdrawn and added based on faculty input and librarian collaboration so the collection supports the curriculum for their discipline. This is done for both undergraduate and graduate programs. As new programs are added, appropriate resources are added to meet the needs of that individual program. Collection decisions are also made when individual programs are seeking professional accreditation by an outside accrediting body. The collection is evaluated to determine whether it meets the necessary accreditation standards and additional holdings are added as necessary. The departments of nursing, music, and social work have recently gone through this process.

In anticipation of the expansion and renovation of the library, plans are being developed for a thorough evaluation of all print monographs to ensure that the University has a solid core collection pertinent to the instructional programs and services of the institution. This will involve comparing NNU holdings to lists of recommended titles for college and university libraries, selectively withdrawing materials, and acquiring more appropriate resources as funding is made available. The goal is to complete this evaluation prior to moving into the new library facility.

The security of the physical collection is ensured by the use of "Tattle Tape"TM and a single controlled entrance with magnetically-activated security gates. Online subscription-based library resources require secure authentication by students and faculty in order to access the materials.



Financial Resources

The Board of Trustees provides oversight for the management of the University's financial resources, which includes financial planning, as well as the monitoring of operating and capital budgets, reserves, investments, cash management, debt management, and transfers between funds. The Financial Affairs sector, led by the VPFA, is responsible for supporting the mission of the University by providing sound financial planning, adequate resources, and financial management. This sector collaborates closely with the University Advancement sector regarding policy applicable to and reporting of fundraising efforts. The University Advancement sector is led by the VPUA.

Financial Stability (2.F.1)

In spite of economic conditions that have challenged many higher education institutions, the University's cash flow is sufficient to support its programs and services and meet operational demands throughout the fiscal year. In an effort to monitor the adequacy of cash reserves, the University has developed a monthly cash flow projection that is reviewed by the VPFA and the chairman of the Finance Committee of the Board of Trustees.

Over the last eight years the University has established two lines of credit to enable the institution to borrow cash on a short-term basis if necessary. The first line of credit is with Bank of the Cascades in the amount of \$1.5 million and was first actuated during the 2005-06 fiscal year. The second, first actuated during the 2009-10 fiscal year, is with Home Federal Bank in the amount of \$1 million. Neither of these lines of credit has been used to date. With these two lines of credit, the University believes it has adequate measures to effect solvency, even if it were to experience a cash flow issue.

Reserves and contingencies play a vital role in financial planning and budgeting. Whenever possible, funds are set aside into one or more reserve accounts at a set amount each year to aid in planning for known expenditures that will be coming up in future years. Each year an amount for contingencies is included in the budget. While this can be used for unforeseen expenses and emergencies, it is preferable not to use it so that the amount will be used to increase the operating reserves of the University.

The University's plan for risk management includes a portfolio of insurance policies that are reviewed annually. In July 2011, NNU joined the Nazarene Higher Education Insurance Consortium (NHEIC). In addition to providing more comprehensive insurance coverage at competitive rates, this consortium provides the University with access to a risk management consultant, as well as involvement in a Risk Management Committee with the other consortium members (Nazarene colleges and universities).

Resource Planning and Development (2.F.2)

The University relies upon multiple sources of funds including tuition and fees, room and board, denominational support, gifts, and investment income to support the various programs and services it provides. NNU is largely tuition-dependent with tuition and fees representing approximately 75% of its annual revenues. The University also has a significant portion of its annual revenue derived from denominational support and annual gifts (typically in excess of 10% of annual revenue), indicating strong support from the University's various constituencies. Denominational support comes in the form of educational budget payments made by Nazarene churches throughout the educational region of the University. These payments represent approximately \$1.7 million (5% of the annual budget) and are budgeted by the VPFA in collaboration with the Vice President for Spiritual and Leadership Development (VPSLD). The remaining balance of revenue comes from auxiliary enterprises (bookstore, food service, residential life, etc.), investment income, and other miscellaneous revenue.

The University's resource planning and development is done primarily through the President's Cabinet and Deans' Council. The annual budget preparation process begins in December, when the VPEM is responsible for providing projections for the headcount for traditional undergraduate students (fall and spring) and the hours of classes to be taught in non-traditional undergraduate, graduate, and adult learning. Once these numbers are provided, realistic budgeting is completed based on projected tuition revenue.

In recent years, NNU has developed relationships with a number of foundations as partners in the development, growth, and maintenance of NNU. Grants received from these organizations have primarily been used to fund capital projects, research, and scholarships, and are not generally built into budget planning. When operational grants are received, the people who are involved in performing the grant duties are contracted only for the duration of the grant.

Financial Policies, Guidelines, and Procedures (2.F.3)

The NNU Financial Policies document contains the various policies that govern the University's financial planning and management of funds. This document was initially adopted by the Board of Trustees in March 2000, and policies within the document are revised and updated as necessary. The processes for financial planning and budget development are described in detail in the *NNU Budget Creation and Monitoring Process* document that was created in May 2011.

Financial planning and budget development follows an annual cycle. Each September, the President's Cabinet initiates a critical needs list that includes all foreseeable additions/subtractions from the existing budget. Using this information, the cabinet prepares a recommendation for tuition, fees, and room and board costs per student to be presented at the fall trustees meeting. At their fall meeting, the trustees approve the tuition and fee rates for the following year's budget, since the budget is dependent on a tuition assumption. In the past 13 years, the tuition and fee recommendation was approved 11 times and the other 2 years the tuition recommendation was increased by the trustees.

From November through February, the cabinet gathers information relative to critical needs, strategic initiatives, enrollment forecasts, payroll projections, and economic projections, and develops and reviews iterations of the budget based on these indicators. Typically, the Faculty Chair is invited to be present for, and to participate in these working meetings, in order to keep other faculty apprised of the progress. In late February, the cabinet endorses a final budget that is presented to the Finance Committee of the Board of Trustees at the spring trustees meeting. The Finance Committee approves the budget and recommends adoption to the full Board of Trustees. Between March and August, if it becomes apparent that the headcount projections may not be correct, adjustments are made to raise or lower the revenue expectation and expense projections based on revised projections. The net bottom line number that is approved by the trustees is preserved so that number is not altered.

The new VPFA has reviewed the budget planning cycle and has begun the process of adjusting the cycle to include a more broad-based and collaborative approach to budget creation.

Timely and Accurate Financial Information (2.F.4)

Guided by appropriate policies, procedures, and internal controls, the NNU Business Office provides the University with timely and accurate financial information. The Jenzabar CX accounting system used by NNU follows GAAP, as confirmed by the University's outside, independent auditors. The University's financial statements are prepared using the accrual basis of accounting. Accruals made at the fiscal year end include accounts payable, payroll liabilities, tuition receivable, deferred tuition, and compensated absences.

Reports are created regularly for appropriate distribution and review. The Office of the Vice President for Financial Affairs generates and distributes weekly operational reports to administrators and budget managers. Quarterly reports are submitted regularly to the Chair of the Trustee Finance Committee, and the Trustee Finance Committee reviews the budget report thoroughly when they are on campus in October and March. In addition, the annual audited financial statements are reviewed extensively by the Trustee Audit Committee before making a recommendation to the Finance Committee and then to the full Board of Trustees for its approval. A copy of the annual audit is made available to all trustees.

Capital Budgets (2.F.5)

Each year, the Director of Operations creates a list of facility maintenance and upgrade priorities that is reviewed by the President's Cabinet. The University allocates approximately \$270,000 annually that is used to improve facilities. Due to the recent cash flow challenges, this amount was reduced to \$200,000 for the past two years. However, this allocation has been increased to \$370,000 in the 2012-13 budget.

In fall 2008, NNU began a year-long process of study and analysis that resulted in the Board of Trustees' adoption of the NNU *Campus Master Plan*. The master plan reflects the University's mission and core themes and provides a road map for development of the campus. Capital facility planning and the budgets related thereto are reflective of the *Campus Master Plan* and are therefore also reflective of NNU's mission and core themes.

NNU's standard approach to construction of new facilities is to fund such projects 100% with fundraised dollars (or in smaller projects, operating funds are used). Over the past 15 years (a time of significant campus development that has seen eight major capital projects completed), there have only been two exceptions to this approach—in 1996, debt was used to fund the construction of Ford Hall (a residence hall which resulted in income flows to service the debt) and the Brandt Fine Arts and Convocation Center (debt was used in this instance because the lead gift was a pledge, funded via an income stream, that has now been completely fulfilled). Proposals to construct new facilities include an analysis of the ongoing cost of operating the facilities. Thus, NNU takes a conservative approach to the incurrence of debt and the funding of capital projects.

The Finance and Audit Committee of the Board of Trustees reviews debt ratios and bond-related covenants semi-annually, and they are also a part of the annual independent audit review as well. Per University policy, incurrence of debt requires the approval of the Board of Trustees. NNU, as compared to many other colleges and universities, has a low amount of debt, as demonstrated by two indicators: 1) The University's leverage ratio (computed by dividing the University's total liabilities by its net assets) is .392 (a typical target in higher education is that this ratio not exceed .95); and 2) The University's debt service as a percentage of actual expenditures (often recommended to not exceed 6.0-6.5%) is only 4.91%. This low dependence on debt is by design and provides increased financial flexibility to the University.

Auxiliary Enterprises (2.F.6)

NNU's auxiliary enterprises, which include the bookstore, conferences and events, food service, post office, the print shop, residential life, and NNU property management, exist to support the mission of the University. The bookstore, post office, and print shop essentially operate at a financial break-even status, and as a result, the budget does not anticipate large contributions of net revenue from these operations. Residential life, conferences and events, and food service are anticipated to generate a net contribution to the University. Residential Life and Conferences and Events are both University operations. Food Service is presently contracted with Sodexo America, LLC; the University collects revenue from the students and Sodexo bills the institution a set amount per student. NNU Property Management was established when homes near the University were purchased in 2009-10, financed through the operating cash of the University. That internal financing is being paid back to the University through rental income received from the properties at a rate of \$60,000 per year beginning in 2011-12.

External Financial Audit (2.F.7)

The institution's financial records are externally audited annually by Eide Bailly, an independent certified public accounting firm that has conducted the University's audit since 2004, and most recently completed the first year of the current three-year contract. The audit is on an annual cycle, which includes interim work in June, field work in August, and a presentation of a final draft of the audit report to the Audit Committee of the Board of Trustees by early October. The audit is conducted in accordance with GAAS and includes findings summarized in a management letter.

The completed yearly financial audit is distributed to various constituents including the Board of Trustees. The Audit Committee, which is comprised of three board members and two non-board members, reviews the audit report and the VPFA generates an appropriate action plan for any specific items identified in the audit report. The Audit Committee takes all recommendations seriously and follows up with the VPFA to ensure that applicable procedures are being pursued to satisfy the audit recommendations.

Fundraising Activities (2.F.8)

All fundraising at NNU is implemented pursuant to the *University Advancement Manual*, the most current version of which was adopted by the Board of Trustees in March 2010. All of NNU's fundraising activities are carried out in compliance with federal and state legal requirements. They conform to the accepted standards developed by the Council for the Advancement of Support of Education (CASE) and utilize guidelines established by several other support organizations such as National Committee on Planned Giving (NCPG) and Council on Gift Annuities (CGA).

The fundraising and development functions are centralized at NNU and fall under the Office of University Advancement. The VPUA reports directly to the President. The Office of University Advancement also has responsibility for receipting, reporting, and record keeping for all University donors and prospective donors.

NNU has a relationship with Northwest Nazarene University Foundation, Inc. NNU Foundation, Inc. is a separate non-profit corporation, incorporated pursuant to Idaho law that has been granted Code section 501 (c) (3) tax-exempt status by the IRS. The NNU Board of Trustees are by definition also the "members" of NNU Foundation, Inc., and in that role elect all directors to NNU Foundation, Inc., Board of Directors. In addition, in their role as members, the trustees have ultimate authority for all operations of NNU Foundation, Inc. Consequently, the *Articles of Incorporation* and *Bylaws* of NNU Foundation, Inc. clearly define the relationship between the University and NNU Foundation, Inc.



Physical and Technological Infrastructure

Physical Facilities (2.G.1)

NNU is situated on a 90-acre, park-like campus, which includes 31 buildings, as well as a baseball field, softball field, soccer field, intramural fields, tennis courts, and a track & field complex (See Campus Map). The oldest buildings on campus date from the early 1900's, with the original part of the Emerson Administration Building constructed in 1916, Elmore Hall constructed in 1917, and the Wiley Alumni House built in 1922.

Of the 31 buildings, 23 are non-residential housing structures. These 23 buildings contain all of the University's classrooms and offices, as well as the library, student center, fine arts and convocation center, prayer chapel, and admissions. Eight residence halls provide a variety of residential settings, from the traditional dormitory-style facilities of Culver, Dooley, Ford, and Sutherland Halls, which typically house freshmen and sophomores, to the Corlett, Olsen, Kirkeide, and Holly 1000 Apartments, which provide the added amenities of apartment-style living along with the convenience of on-campus living for juniors, seniors, and married students. The Campus Building Summary provides an overview of the buildings on campus.

NNU also maintains a Boise Center location that includes 5,000 square feet of leased space in the Washington Group Plaza, an iconic commercial office building complex situated in downtown Boise. NNU relocated the Boise Center from a nearby office building in the fall of 2011; courses have been taught in downtown Boise (at the former location) for 14 years. The new Boise Center location includes four fully-equipped classrooms, a conference room, administrative offices, and a student break room. Students also have access in the facility to informal meeting areas and a cafeteria. The facility also makes available to NNU a large fully-equipped auditorium and several common area meeting rooms. NNU has a right of first refusal on an additional 4,000 square feet of adjacent space. The Boise Center serves as a platform for delivery of the following degree programs: MBA, BA in Business for Undergraduate Adult Learners (APP-Business) and MS in Counseling. In addition to the Boise Center, NNU also delivers graduate degree courses in leased space in Twin Falls, Idaho (MS Counseling, MS Social Work), Idaho Falls, Idaho (MS Social Work), and Colorado Springs, Colorado (MS Counseling).

Facilities constructed on the campus within the last decade include the Helstrom Business Center (2002), the Halle Softball Field (2003), a 51,000 square foot addition to the Johnson Sports Center (2004), the Nampa Police Substation and NNU Security building (2006), a relocation of the soccer field (2008), the Thomas Family Health and Science Center (2009) and the Environmental Services building (2011). Following the completion of the Thomas Family Health and Science Center, the previous science building was completely renovated and now houses graduate departments in the School of ESWC, as well as the

Center for Professional Development. In addition, within the last 10 years, a former credit union adjacent to campus was purchased and remodeled to become the Admissions Welcome Center, a new parking lot was constructed, internal streets were removed and replaced with landscaping and sidewalks, and a wrought iron perimeter fence and exterior lighting upgrades were completed to both enhance the “look” of the campus, and also provide increased security for the campus community.

In 2007, the President’s Cabinet conducted an extensive review of all campus facilities, giving special attention to access for the physically disabled. As a result of that review, a number of accessibility improvements were made to campus facilities. Automatic handicap door openers were installed in the Student Center, Johnson Sports Center, Helstrom Business Center, Riley Library, and the Wiley Learning Center. An elevator was installed in the Wiley Learning Center, providing access to all three floors of the building. The elevator in the Riley Library was modified and upgraded to provide handicap access to all three floors of the library. An ADA-compliant unisex restroom was built in the Student Center and two restrooms in the Wiley Learning Center were remodeled to become ADA-compliant unisex restrooms. A wheelchair accessible ramp was installed in the front of the Social Work Building (which has since become the campus Wellness Center). An electric lift was installed in Culver Hall to accommodate wheelchair access from the main entry/lobby level to the lower residence floor. Improvements (widening and resurfacing) were made to the asphalt walkway to the Corlett and Olson Apartments. These improvements have brought many of the older buildings on campus up to local handicap access codes; however, there are still places on the campus that are relatively inaccessible to people with physical disabilities. Continued investment must be made to bring these areas of campus up to an acceptable level of access. All new facilities constructed within the past 10 years have been designed to meet local handicap access codes.

In general, the instructional facilities at NNU are sufficient and adequate to accomplish the institution’s mission and goals. Each budget year, the Director of Operations works closely with the environmental services department and President’s Cabinet to update and review the Facilities Condition Assessment. As funds are made available, the greatest need/highest priority tasks are funded, approved as a project, and completed. Consideration is given to the future plans for each building, the *Campus Master Plan*, and anticipated near-term building renewal and modernization projects in allocating deferred maintenance budget dollars. As a result of this process, over the past few years a number of older building on campus have had new roofs installed. A back-up campus power system was installed in 2010, which provided essential support for the IT department. Several million dollars was spent in 2010 and 2011 modernizing residence halls. In addition, a concerted effort is made each year to make enhancements to facilities that improve the energy efficiency of the campus.

In October 2010, NNU contracted with Aramark to have a team of six engineers conduct a facilities audit that evaluated 16 of the oldest buildings on campus, which represents 334,238 sq. ft. of facility space (prior to this, Internal Facility Audits were conducted every four years with the most recent being completed in 2008). The external audit was very comprehensive and resulted in a detailed list by building of critical and non-critical issues, as outlined in the Facilities Condition Assessment. The team determined that the total of deferred maintenance and capital renewal and modernization for the targeted buildings was approximately \$21.5 million. The deferred maintenance portion of this total was nearly \$11.8 million. The University has examined and prioritized the findings of the study and it is serving as a planning document to deal with capital and deferred maintenance requirements.

Hazardous and Toxic Materials (2.G.2)

The use, storage, and disposal of hazardous or toxic materials are in accordance with the institution’s prescribed procedures. A recently reconfigured Campus Safety Committee is responsible for developing and monitoring systems for disposal, storage, and use of hazardous materials in all areas of campus. For the academic sector, this effort is primarily focused on departments in the Thomas Family Health and

Science Center, as well as art and psychology. A point person has been identified within each of these departments to coordinate and ensure proper handling of hazardous or toxic materials.

Currently, two documents are used on campus to address the programmatic issues dealing with hazardous substances. The *Chemical Hygiene and Safety Plan* provides the academic sectors with policies and procedures for the proper use and storage of hazardous materials for academic areas. The *Hazard Communication Program* for campus facilities is maintained and overseen by the Director of Operations as part of the ARAMARK contract for maintenance and custodial management on campus. This document is primarily for campus facilities that do not deal with the specialized risks of the academic departments that handle hazardous materials. This portion of the use, storage, and disposal of hazardous materials is overseen by the Campus Safety Committee, but is “housed” completely within the environmental services department, as it is those personnel who are directly affected by and trained according to that program.

Campus Master Plan (2.G.3)

In September 2009, the Board of Trustees approved a new *Campus Master Plan*. The master plan project was initiated in the fall of 2008 to explore issues related to growth in campus programs and student enrollment and to implement a strategy for effectively accommodating these needs. The project was organized into two parallel work efforts. The first was guided by Paulien and Associates, Inc., a recognized leader in campus planning, and involved an extensive Campus Space Needs Analysis that focused on the current and future programmatic space needs for the campus. The second was facilitated by Anderson Mason Dale Architects, PC, and centered on the physical campus plan. This plan is serving as a framework for growth to ensure that the campus character is one that meets the vision of the University and is consistent with its mission, core themes, and long-range educational and financial plans.

The *Campus Master Plan* aligns closely with *NNU Vision 2025: A More Excellent Way*, the University’s long-range strategic planning document, and identifies two planning thresholds. The first threshold provides a context for the short-term development of the campus, while the second provides a framework for development well into the future. The master plan is divided into seven phases that will guide the University in campus expansion and facility construction and enable the University to fully implement the plan. NNU is currently in the midst of completing phase one, having already relocated graduate programs into the recently renovated building that previously housed the science departments, and having moved the environmental services department to a new structure south of the campus. Parcels on the north side of the campus are actively being acquired as they become available, and schematic drawings have been drafted for the construction of a new learning commons and renovation of the Riley Library.

Each fall, the VPUA facilitates an annual review of the *Campus Master Plan*. The University Advancement Committee of the Board of Trustees and the NNU Foundation, Inc. Board of Directors are provided with a status report evaluating progress made during the previous year related to fulfillment of the master plan.

Equipment (2.G.4)

NNU has adequate equipment of various types to fulfill the institution’s mission and accomplish its core theme objectives. While there is always a need for more academic equipment, the equipment on campus is sufficient in quality and quantity for departments to facilitate the achievement of the educational goals and objectives of the institution. Equipment purchases, upgrades, and replacements are generally accomplished through departmental operating budgets and research grants. Specific need requests are made through the planning and budgeting process. In addition, the VPAA has oversight of an academic equipment fund that is used for special equipment purchases for departments within the academic schools. These funds are allocated through the Dean’s Council and are used primarily for “one-time” larger equipment purchases.

With the construction of the Thomas Family Health and Science Center in 2009, the facility included new equipment valued at over \$1 million to support the University's nursing and science programs. This is in addition to science equipment that is added annually as a result of research program grants. The launch of an engineering program in 2010 has resulted in the purchase of approximately \$50,000 of new equipment each year, and requests for additional equipment for science and engineering are currently under consideration by several major foundations.

The University has obtained a back-up generator capable of powering over one-third of the campus. Plans are being made to integrate this generator with the renovation of the Riley Library to provide back-up power for the main computer server room that will be located in this facility.

Technological System and Infrastructure (2.G.5)

The IT department provides the faculty, staff, and students of NNU with an integrated, broadly-accessible information technology infrastructure in a way that makes information available to people who need it, when and where they need it.

Core Infrastructure

The University's core systems are designed to be redundant with high availability. IT relies heavily on a virtualized and clustered infrastructure. Currently, this consists of four physical hosts in a Blade environment which provides the "space" for 112 virtual servers. The hosts are attached to 32 Tb of redundant storage. This storage is being expanded to another building so that services in the main data center are mirrored in the secondary site. In a minor or major crisis, the core services of the campus should be interrupted for no more than one minute. All production services, with the exception of Jenzabar CX (Administrative software system), have been moved to this highly available environment. The Jenzabar CX system is scheduled to move into this virtualized environment by November 2012. A 12-month analysis of the six core systems of the NNU network revealed that these systems were up a minimum of 99.957% of the time except for six scheduled maintenance days.

All buildings, offices, classrooms, and residence hall rooms are equipped with adequate network connectivity with a minimum of a 100 Mbs connection. Each faculty and staff office is supplied with a computer workstation that is replaced on a four-year cycle. There are five large computer labs (22-35 computers each) across campus and five smaller computer labs (4-10 computers each) available to students. The entire campus (indoors and outdoors) is covered with wireless N technology and the IT department regularly assesses the saturation levels across the campus to ensure that the coverage is strong. Encrypted wireless access is available to all employees and students. The network username and password serves as authentication. Also, guests to the NNU campus may request a wireless access guest access code which will be active for the duration of their intended stay.

At the beginning of the 2011-2012 academic year, all students and employees were transferred to Google Apps accounts for their email and for the availability of other services offered by Google to educational institutions. The purpose of this transition was two-fold. First, this change enabled the University to realize a savings of approximately \$30,000 annually on licensing and server expenses that were previously spent internally hosting email services. Secondly, this transition allowed the University to offer students 25 GB of email and document storage, where they previously had only 500 MB.

Classroom Technology

All classrooms on the NNU campus are equipped with a data projector, computer, speakers, and a DVD player, with the exception of a few classrooms designed for special use. Approximately 65% of all classrooms are also equipped with SMART Boards and 15% of the classrooms have document cameras. Classroom technology is supported by the TMR. All equipment is on a specific replacement cycle; for example, computers are replaced every three years and data projectors every five years. If a faculty

member or student needs technology support in the classroom, the TMR is prepared to provide support or equipment during the daytime and evening courses. The TMR helps facilitate live video streaming of courses, provides faculty an option to videotape class presentations, and helps faculty post those videos online if desired. The TMR has an extensive media library that is available to faculty members or students to check out.

Boise Center and other satellite locations

The IT department supports the Boise Center campus as well as other locations including Idaho Falls and Colorado Springs. While each location is unique, the goal is to provide a learning environment that is equal to that on the main campus in Nampa. The classrooms in Boise, for example, are equipped with computers, data projectors, and SMART Boards. Each computer and phone is connected to the NNU campus and operates with all the privileges and rights to network drive space, software, and Internet access as though they were on the NNU campus. Classrooms located further than 30 minutes from the Nampa campus are also supported by a local audio/visual contractor in coordination with the TMR.

Video Conferencing

The IT department provides two types of video conferencing capabilities for the campus. For high quality conferencing from one classroom to a distant classroom (point to point) NNU provides Polycom video systems. These units can have up to four locations in a session simultaneously. The second type of service uses Adobe Connect to allow a classroom to synchronously interact with individual students who are not able to be physically present in the classroom. These two systems are used regularly to reach students that live at a distance. During the spring 2012 semester, nearly 500 hours of instruction took place through video conferencing with approximately 65 individual students.

Online Instruction

The IT department provides an LMS called ANGEL for faculty and students to work in an asynchronous modality. After using Blackboard for several years, the faculty chose to migrate the courses to ANGEL in 2009-10 because it gave the faculty greater interaction with students, better assessment options, a more consistent learning experience, and a friendlier interface. While part of the core infrastructure, this set of services is also in a load-balanced environment that allows it to handle a much greater load of student work throughout the course of the year.

During the 2011-12 school year, a total of 3,425 individual students used ANGEL. This number included 377 students in a South American consortium of institutions that the University hosts as part of NNU's global mission. Throughout the year, it is not uncommon for as many as 950 students to be connected to this system at the same time, and several times during the year, the number exceeded 1,000 simultaneous connections. Usage charts also indicate that students access the system all hours of the day and night. An analysis of this service shows that it was down less than three hours of unscheduled time during the 2011-2012 academic year.

Beginning in August 2012, programs that host fully-online degrees will be moving to a hosted LMS called iCampus supported by CapEd, but the rest of the student population will stay on the ANGEL platform. CapEd will be instrumental in supporting NNU in the recruiting and retention of students for five graduate programs.

Portal Services

In 2009, NNU began developing the campus portal, <http://my.nnu.edu>. The campus portal provides students, employees, and alumni with services that are available on the Internet at anytime from anywhere. During the past three years, the portal has progressed rapidly. It now contains many self-service components for students and faculty. These services allow students to do such things as register for courses, check their degree audit, check their grades, check the status of pending financial aid, pay

their school bill, and print an unofficial transcript. Faculty can use the portal to support advising of their students, enter grades, and access information relative to faculty governance. The portal is in a continual state of evaluation and improvement as IT seeks to offer more and more services to the NNU community.

Technology Training and Support (2.G.6)

The IT department, in cooperation with the e-learning services staff, trains personnel and students on the basics of the technological tools available to them on the campus network. Every new employee is scheduled for three hours of technology orientation during the first week that they are on campus. All new students receive one hour of technology training as a part of New Student Orientation. When new technologies are introduced to the campus, multiple training sessions are offered to employees during the transition. Other than on an individual basis as required, minimal training related to new technologies is offered to students apart from directing students to use self-help articles, which are located on the TMR's support website.

Policies and answers to common questions are posted on the IT website. The website also provides additional training materials for many helpful, but lesser-used technology tools that are not covered in the technology orientation training sessions. Campus personnel and students are instructed to go to <http://help.nnu.edu> to report a problem or ask a technology-related question. They are also encouraged to check to see if their specific question has already been answered through the extensive knowledge base.

Technology and Media Resources (TMR)

The TMR team is the front line group to handle all issues regarding campus technical support, computer hardware needs, campus telephones, classroom technology, and computer network maintenance. The office is open Monday through Friday from 8 AM – 8 PM and on Saturdays from 12 PM – 5 PM for walk-in or phone support.

Administrative Computing

The administrative computing team supports all University administrative departments in their workflow and business processes, which include the application process for prospective students, enrollments, student accounts, student records, alumni, and development. They also assist and train employees in the utilization of the administrative data systems.

Network and Infrastructure

The network and infrastructure team is responsible for keeping members of the campus connected to computer, telephone, and other technology resources supported by the University network. This team specializes in updating and maintaining the campus network, servers, associated software, and associated equipment.

E-Learning Services

The Department of E-Learning Services consists of a faculty member and a professional staff member who have extensive training in pedagogy, as well as online teaching experience. Student TAs are also available to assist faculty with the production and posting of e-learning content. This department exists to equip and support faculty to reach their instructional objectives using technology.

Planning for Technological Infrastructure Growth (2.G.7)

Planning for future growth of the NNU technological infrastructure takes place in a variety of methods. The IT department works from a 36-month rolling strategic planning document that is a part of the Executive Director of IT's monthly report called the Business Plan Review. This document enables the IT department to anticipate the needs of the campus and provide opportunities for input within a 3-year window. To aid in technology infrastructure planning, the Technology Advisory Group (TAG) was formed in 2004 with a two-fold purpose: 1) To provide a venue for the President's Cabinet members to

inform IT of institutional initiatives requiring IT support, and 2) To provide a venue for IT to inform the President's Cabinet and other key leaders of technological issues. Members of the TAG include the VPFA (Chair), VPAA, VPEM, Executive Director of IT, Dean of Learning Resources, Web Administrator, and the Director of Professional Development. The TAG addresses immediate needs, but primarily focuses on the strategic and policy decisions surrounding technology. Since its inception, the TAG has been instrumental in facilitating numerous strategic technology initiatives for the campus.

Technology Update and Replacement Plan (2.G.8)

The IT department maintains an Infrastructure Planning document that includes the inventory of equipment, the expected life of each piece of equipment, and a target for replacement. This practice began in 2004 and was presented to the TAG at that time. It was agreed to fund the deferred maintenance and replacement of equipment by establishing a fund. The President's Cabinet approved the establishment of this budget with an initial commitment of \$60,000 and an intent to increase this amount annually to a level of \$240,000 by 2008. At this point, the annual budgeted amount for deferred maintenance has only reached \$180,000 annually. The IT department finds that they need to carefully manage each component of the network infrastructure to keep the aging technology from impacting the mission of the campus.

Conclusion

As NNU lives into its mission, core themes, and objectives, the institution will continue to reflect on both their articulation and their efficacy. The University has identified a total of 18 objectives and 48 indicators as assessment measures for the four core themes. As indicated in the Assessment Table provided in Appendix A, NNU is making progress in the collection of data related to these indicators with varying degrees of success. Half (24) of the indicators are well-defined with data being routinely collected and used for making decisions. For 14 of the indicators, some data is being collected, but there is still work to be done on making data collection more consistent and then using this data to inform decisions. The other 10 indicators are relatively new assessment measures for the University and work still needs to be done to begin collecting data and/or establish acceptable thresholds once baselines have been established.

In completing the Year Three Report, NNU has examined its resources and capacity to fulfill its mission and achieve its core values. While areas of strength and weakness exist, overall, the University believes that it possesses sufficient resources and capacity to accomplish its mission of transforming students by providing an education that instills habits of heart, soul, mind, and strength to enable each student to become God's creative and redemptive agent in the world.

Appendix A: Assessment Table

Core Theme One: Transformation

Objective One: Students will move/grow from information recall toward evaluation, analysis, synthesis, creativity, and application.			
	Indicator	Acceptable Threshold	Status
1	Students' improvement in scores on assessment measures of evaluation, analysis, synthesis, creativity, and application	Acceptable scores (at or above national norms) on the CAAP or CLA assessment from the freshman year to the senior year	Data collection
2	Students' growth toward higher-level thinking demonstrated in their written work	Comparison of senior year essays to first year essays demonstrates that seniors have reached or exceeded acceptable scores (defined by GE and departmental rubrics)	Needs work

Objective Two: Undergraduate students will be able to articulate their own beliefs and practices while respecting diverse points of view and the people who hold them.			
	Indicator	Acceptable Threshold	Status
1	Students can intelligently discuss their own personal beliefs and practices and their commitment to them in writing	80% of undergraduate students can articulate their own beliefs and practices in writing as assessed by a rubric	Data collection
2	Students demonstrate attitudes and behaviors that reflect understanding of and respect for beliefs and points of view that are different from their own	A majority of graduating students express an increased acceptance of others who hold differing points of view on the YFCY, CSS, and cross cultural essays	Data collection

Objective Three: Undergraduate students will grow and develop in their understanding of who Christ is and in personal expression of Christlike character.			
	Indicator	Acceptable Threshold	Status
1	Students increase and deepen their knowledge of biblical themes, particularly those relating to the life of Christ	Statistically significant improvement in pre/post test scores (Course-specific assessment)	Data collection
2	Students' participation in curricular and co-curricular activities that demonstrate personal expression of Christlike character	Participation by more than 50% of students in service learning opportunities. CIRP and CSS data will also be used	Data collection

Objective Four: Undergraduate students will gain a better understanding of the world by engaging in cross-cultural experience, reflection, and analysis.			
	Indicator	Acceptable Threshold	Status
1	Number of students (%) participating in study abroad programs or Tier I, II, and III cross-cultural program activities	Participation by more than 10% of students in Tier I or study abroad programs. All other undergraduate students complete Tier II or Tier III activities	Data collection

Objective Five: The University will utilize assessment data to reform, revise, and reinvent its operations and curriculum as needed.			
	Indicator	Acceptable Threshold	Status
1	Changes to curricular and co-curricular University policy, programs, and practice are made based on analysis of available data	Majority (>50%) of faculty and staff report that assessment data is used in the decision-making process	Some data – needs work

Core Theme Two: Truth

Objective One: Undergraduate students will acquire a broad base of knowledge from across the liberal arts disciplines.

	Indicator	Acceptable Threshold	Status
1	Undergraduate students will achieve the outcomes described in the GE curriculum of the University	Undergraduate students will successfully complete the GE curriculum	Needs work
2	Undergraduate students' performance on a nationally-normed GE test	Undergraduate students will score at or above the national mean on the CAAP exam	Data collection

Objective Two: Students will be able to collect, validate, analyze, and evaluate information for its reliability and truthfulness.

	Indicator	Acceptable Threshold	Status
1	Students will be able to use academic resources including library, Internet, and other media to gather useful information	The majority of students will use academic resources to successfully complete research writing assignments in GE courses	Needs work
2	Student improvement in their ability to effectively select, critique, and evaluate information	75% of graduating seniors will show improvement in their critical use of sources rubric score	Needs work
3	Students will accumulate portfolios of research papers, conference presentations, and publications	Departmentally-set percentage based on departmental outcomes	Some data – needs work

Objective Three: Students will establish a pattern of learning that prepares them for a life-long learning journey.

	Indicator	Acceptable Threshold	Status
1	Students will establish habits of seeking knowledge through reading, reflection, and study	Students report (SmartEvals, YFCY, and CSS) that their study habits are comparable to their peers in the majority of classes	Data collection
2	Academic progress (retention) and graduation rates	Retention, 80% year by year, graduation from NNU, 60% undergraduate (6 year), 80% graduate programs	Data collection
3	Student-athlete academic success	Above average academic achievement compared to peer institutions in the NCAA DII	Data collection
4	Students will develop patterns of learning about the world they live in by attending concerts, exhibitions, public lectures, and museums	Students' attendance at academic events will increase from the freshman year to the senior year of study	Needs work

Objective Four: Undergraduate students will be able to distinguish between temporal truth/knowledge and eternal truth/scripture, while integrating points of contact between them.

	Indicator	Acceptable Threshold	Status
1	Students will successfully articulate the difference between assertions of truth as being either temporal or eternal	A majority of students will demonstrate a deeper understanding of the concept of truth	Some data – needs work

Objective Five: Students will develop an appropriate level (graduate or undergraduate) understanding of an academic discipline.			
	Indicator	Acceptable Threshold	Status
1	Student scores on tests of achievement on disciplinary exams and passing rate on tests for certification and professional licensure	75% of students score at or above the 50 th percentile on various exams	Data collection
2	Graduate school acceptance (numbers/rates)	Increased number of students applying and being accepted into graduate schools	Data collection
3	Graduates surveyed report satisfaction with their overall job preparation for the workforce	70% of graduates surveyed report satisfaction with their preparation for the workforce	Some data – needs work
4	Internship providers surveyed report interns meet or exceed overall job preparation expectations	80% report that students meet or exceed expectations	Needs work
5	Employers and advisory boards surveyed report competence in students' overall job preparation	80% report that students meet or exceed expectations	Needs work

Objective Six: The University will foster research, publication, and other forms of truth/knowledge dissemination by faculty, staff, and students.			
	Indicator	Acceptable Threshold	Status
1	Number of faculty and student publications, presentations, and performances	Departmentally defined	Needs work
2	Percentage of faculty and students engaged in organized and independent research, creative projects, and other scholarly activities	Departmentally defined	Some data – needs work
3	Number of grant applications and awards	Annual increase in awards	Data collection

Core Theme Three: Community

Objective One: Students, faculty, and staff will establish and maintain healthy relationships where people who hold diverse points of view are valued.			
	Indicator	Acceptable Threshold	Status
1	Students, faculty, and staff perceive that they are valued members of the NNU community	Greater than 90% of students, faculty, and staff report they are valued	Some data – needs work
2	Student retention rate	80% year-to-year	Data collection
3	Breadth of geographic and international backgrounds of students	Increase the percentage of out-of-region and international students	Data collection
4	Diversity of faculty and administrators in ethnicity, age, and gender	Increase diversity	Data collection

Objective Two: Students, faculty, and staff will develop and consistently participate in acknowledged Christian practices.			
	Indicator	Acceptable Threshold	Status
1	Faculty and staff report regular church involvement	Faculty and staff—100%	Data collection
2	Students, faculty, and staff report consistent practice of personal devotional activities	Majority reporting consistent personal devotional activities	Some data – needs work

Objective Three: Students, faculty, and staff will learn how to live balanced lives of personal integrity, stewardship, and accountability.			
	Indicator	Acceptable Threshold	Status
1	Students, faculty, and staff report personal habits consistent with the lifestyle expectations of the University	100% for full-time employees, majority of students	Some data – needs work

Objective Four: The University will create a positive institutional atmosphere by maintaining a supportive working, learning, and living environment.			
	Indicator	Acceptable Threshold	Status
1	Students, faculty, and staff perceive that the University has a positive institutional atmosphere	Mean scores on the Institutional Ethos Survey are at least “good” or higher	Some data - needs work
2	Student, faculty, and staff participation in health-related activities (wellness programs and use of recreational facilities)	Regular increases in number of events/activities and participation rates	Needs work
3	Rate of faculty and staff turnover	Low annual turnover rate	Data collection
4	Number of campus safety incidents involving potential threat or harm	Annual decrease in the number of incidents	Data collection
5	Faculty, staff, and student satisfaction with library and IT resources and services	Mean satisfaction rates are at least “good” or higher	Data collection
6	Number of employees and their level of contribution to the annual fund	Annual increase in participation and level of giving	Data collection
7	Progress in the development of facilities according to the <i>Campus Master Plan</i>	Accomplishment of phases within the <i>Campus Master Plan</i>	Data collection

Objective Five: Students, faculty, and staff will be engaged in campus life through attendance and/or participation in campus events and activities.			
	Indicator	Acceptable Threshold	Status
1	Student, faculty, staff satisfaction with quality of events and activities offered on campus	Mean satisfaction rates are at least “good” or higher	Needs work
2	Student, faculty, and staff attendance at chapel services, athletic events, theatrical presentations, concerts, recitals, special academic lectures, and campus-wide celebrations	Attendance expectations are still to be defined	Some data – needs work
3	Active student involvement in student government, clubs and organizations, athletic and intramural teams, music, forensics, and drama	Percentage of student involvement is still to be defined	Data collection

Core Theme Four: Service

Objective One: Students, faculty, and staff will apply their knowledge to engage in solving real-world problems.			
	Indicator	Acceptable Threshold	Status
1	Students and faculty collaborate on projects in and out of class that address real-world problems	Increased number of projects and use of case study learning	Some data – needs work
2	Students are involved in service projects on and off campus	Student participation in at least one service project prior to graduation	Some data – needs work

Objective Two: Students, faculty, and staff will engage in servant leadership roles on campus, in their churches, and in other organizations.			
	Indicator	Acceptable Threshold	Status
1	Student, faculty, and staff involvement in servant leadership training	10 % involvement annually	Some data – needs work
2	Students, faculty, and staff serve in leadership roles on campus	Student government and volunteer organizations are adequately staffed by students, faculty, and staff	Data collection
3	Students, faculty, and staff serve in leadership roles in churches and organizations locally, nationally, and internationally	20 % student involvement; 90% employee involvement annually	Some data – needs work

Appendix B: Exhibit Documents

Administrative Responsibility and Athletic Controls
Admissions and Recruitment Strategic Plan – 2011-12
ASNNU Code
ASNNU Constitution
Board of Trustees – Executive Committee
Board of Trustees Membership
Board Policy Manual – Proposed
Campus Building Summary
Campus Map
Campus Master Plan
Campus Space Needs Analysis
Change of Privacy Information Form
Chemical Hygiene and Safety Plan
Christian Mission Requirements (Employees)
Committee Structure – Board of Trustees
Communications Policy
Comprehensive Emergency Management Plan
Conflict of Interest Policy
Employee Performance Evaluation
Facilities Condition Assessment (2010)
Facility Audit Summary (2008)
Faculty Handbook
Faculty Policy Manual
Faculty Profile – 2012-13
Faculty Tenure and Promotion Rubric
Faculty Wellness Report (2010)
Financial Aid Brochure
Graduate Catalog – 2012-13
Information Retention and Destruction Policy
Institutional Ethos Survey Report
Institutional Ethos Survey Report – Qualitative Summary (2012)
IT Business Plan Review (July 2012)
IT Infrastructure Planning Needs
Library Collection Development Policy
Library Subject Guides
Lifestyle Commitment Agreement (Students)
Lifestyle Expectations (Students)
Manual, Church of the Nazarene (2009)
New Student Orientation Booklet
New Student Orientation Schedule
NNU Articles of Incorporation
NNU Athletic Principles
NNU Bylaws
NNU Financial Policies
NNU Foundation Board Articles of Incorporation
NNU Foundation Board Bylaws
NNU Vision 2025: A More Excellent Way
Operational Goals – 2012-13

Organizational Chart
Policy on Credit for Prior Learning Assessment
Policy on Violations of Scholarly/Scientific Integrity
School Dean Assessment Rubric
School Dean Evaluation Survey
Special Academic Petition Form
Student Handbook
Student Information Form
Student Release of Directory Information and Academic Access Form
Student Satisfaction Inventory (Fall 2011)
Toward Century Two: The 2010-2013 Strategic Plan
Transfer of Associate of Arts Degree Policy
Transfer of Credit Policy
Trustees Policy Manual – Current
Undergraduate Catalog
University Advancement Manual
University Staff Policy Manual