



NORTHWEST
NAZARENE
UNIVERSITY

Year Seven Self-Evaluation Report

Nampa, Idaho • September 1, 2016

Prepared for the Northwest Commission on Colleges and Universities



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UNIVERSITY

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**Northwest Nazarene University
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List of Acronyms Used in Report

| | |
|---------|--|
| AAC | Assessment and Accreditation Committee |
| AAUP | American Association of University Professors |
| ACBSP | Accreditation Council for Business Schools and Programs |
| ADA | Americans with Disabilities Act |
| APP | Adult and Professional Program |
| ASNNU | Associated Students of Northwest Nazarene University |
| ATS | Association of Theological Schools |
| BSU | Boise State University |
| CAAP | Collegiate Assessment of Academic Proficiency |
| CACREP | Council for Accreditation of Counseling and Related Educational Programs |
| CAEL | Council on Adult and Experiential Learning |
| CAGS | College of Adult and Graduate Studies |
| CAS | College of Arts and Sciences |
| CASA | Center for Academic Success and Advising |
| CCCU | Council for Christian Colleges and Universities |
| CCNE | Commission on Collegiate Nursing Education |
| CEO | Chief Executive Officer |
| CEU | Continuing Education Unit |
| CGA | Council on Gift Annuities |
| CHEA | Council for Higher Education Accreditation |
| CI | Confucius Institute |
| CIRP | Cooperative Institutional Research Program |
| CLA | Campus League Activities |
| CLC | Christian Library Consortium |
| CLEP | College Level Examination Program |
| CLS | Campus League Sports |
| CoI | College of Idaho |
| CPD | Center for Professional Development |
| CRT | Committee on Rank and Tenure |
| CSS | College Student Survey |
| CSWE | Council on Social Work Education |
| CUPA | Certified Unified Program Agencies |
| CUPA-HR | College and University Professional Association for Human Resources |
| DCL | Dear Colleague Letter |
| DSST | DANTES Subject Standardized Tests |
| EdD | Doctor of Education |
| EdS | Education Specialist |
| EOP | Emergency Operations Plan |
| ETS | Educational Testing Service |
| FERPA | Family Educational Rights and Privacy Act |
| FDC | Faculty Development Committee |
| FPC | Faculty Policy Council |
| GAAS | Generally Accepted Auditing Standards |
| GE | General Education |
| GEC | General Education Council |
| GNAC | Great Northwest Athletic Conference |
| GRE | Graduate Record Exam |
| HEOA | Higher Education Opportunity Act |

| | |
|-------|---|
| HR | Human Resources |
| INBRE | Idea Network of Biomedical Research Excellence |
| IT | Information Technology |
| ITS | Information Technology Services |
| LMS | Learning Management System |
| LVIS | Libraries Very Interested in Sharing |
| MFA | Master of Fine Arts |
| MFT | Major Field Tests |
| NACEP | National Alliance Concurrent Enrollment Programs |
| NAPCU | Northwest Association of Private Colleges and Universities |
| NASA | National Aeronautics and Space Administration |
| NASM | National Association of Schools of Music |
| NCAA | National Collegiate Athletic Association |
| NCATE | National Council for the Accreditation of Teacher Education |
| NCLEX | National Council Licensure Exam |
| NCPG | National Committee on Planned Giving |
| NHEIC | Nazarene Higher Education Insurance Consortium |
| NIH | National Institutes of Health |
| NNU | Northwest Nazarene University |
| NSF | National Science Foundation |
| NSSE | National Survey of Student Engagement |
| NWCCU | Northwest Commission on Colleges and Universities |
| OCLC | Online Computer Library Center |
| PhD | Doctor of Philosophy |
| PLA | Prior Learning Assessment |
| SGA | Student Government Association |
| TAG | Technology Advisory Group |
| TCM | Theology and Christian Ministries |
| UAC | Undergraduate Academic Council |
| UAT | University Administrative Team |
| VI | Venture International |
| VPAA | Vice President for Academic Affairs |
| VPED | 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 nonprofit comprehensive Christian university founded upon a liberal arts philosophy of education. [The campus](#) is situated on 90 acres in Nampa, the third largest city in Idaho with nearly 90,000 residents, and is located 20 miles west of Boise, the state capital. NNU maintains a strong, mutually beneficial and positive relationship with the city of Nampa. [The campus](#), with its [34 buildings](#), has been carefully planned for maximum use and development. In addition to the Nampa campus, NNU offers programs in Boise, Idaho Falls, and Twin Falls, Idaho. Programs offered by the University vary from traditional programs to accelerated delivery adult and professional programs and graduate programs, from face-to-face to fully online programs.

As one of eight regional colleges and universities in the United States affiliated with the Church of the Nazarene, NNU is the university for the Northwest Region, which includes Idaho, Oregon, Washington, Alaska, Montana, Wyoming, Colorado, Utah, and parts of Nevada. Approximately 36% of NNU undergraduate students claim “Nazarene” as their church background and the other 64% belong to a variety of different Christian denominations, other religions, or indicate no religious affiliation. While a majority of undergraduate students come from the Northwest Region, students from 31 states and 14 countries attend NNU. Graduate programs include students from 12 different countries and over 30 states. In fall 2016, NNU is anticipating approximately 60 students from outside the United States.

NNU’s [fall 2015 enrollment](#) of 2,035 students included 1,323 undergraduate students (1,140 traditional and 183 Adult and Professional Program—APP) and 712 graduate students. In addition, continuing education enrolled 6,251 students and course of study (ministerial credentials) enrolled 178 students for a grand total of 8,464 students. Excluding the continuing education and course of study students, this represented a slight decrease compared to the [fall 2014 enrollment](#) of 2,058, which include 1,332 undergraduate students (1,144 traditional and 188 APP) and 726 graduate students. Over the past seven years, undergraduate and graduate enrollment has remained relatively stable with an enrollment average of 1,314 undergraduate students (1,136 traditional and 178 APP) and 715 graduate students.

NNU is primarily a residential campus with 76% of our traditional undergraduate students 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 and now represents 12% of the student population. Over 80% of our graduate students are white, with only 7% reporting as Hispanic/Latino. Gender percentages in the graduate programs reflects the percentages in the undergraduate population with 62% of graduate students being female.

NNU employs [107 teaching faculty](#), with 81 (76%) holding the highest degree in their fields and an additional 10 faculty members enrolled in doctoral or MFA programs. The University moved to a rank and tenure process in 2008-09. Currently, 30 (28%) faculty members have Full Professor status, 35 (33%) faculty members have Associate Professor status, 38 (35%) faculty members have Assistant Professor status, and 4 (4%) faculty members have the rank of Instructor. Presently, 55 (52%) faculty members are tenured, 40 (38%) are non-tenured tenure-track, and 11 (10%) faculty members are non-tenured track. The average class size is 17:1 for traditional undergraduate courses, 10:1 for adult program courses, and 11:1 for graduate courses.

The academic structure of the University is organized into two colleges: the College of Arts and Sciences and the College of Adult and Graduate Studies. Through these colleges, NNU offers programs leading to 14 degrees (AA, BA, BS, BSN, MA, MDiv, MBA, MEd, MS, MSN, MSW, EdS, EdD, and PhD). Undergraduate degrees include 41 majors covering more than 60 areas of study. Graduate degrees

include 23 areas of emphasis in six departments: business, counseling, education, nursing, social work, and theology. NNU also offers concurrent credit for high school students and a variety of continuing education credits.

NNU is largely tuition-dependent with tuition and fees representing approximately 67% of its annual revenues. Approximately 10% of the University's annual revenue is derived from gifts, which includes unrestricted contributions from the Nazarene churches located in the Northwest Region (about one half of the typical total unrestricted giving). The remaining balance of revenue comes from auxiliary enterprises (bookstore, food service, residential life, etc.), investment income, and other miscellaneous revenue. The 2015-16 operating budget for NNU was \$40 million. The University's total endowment is approximately \$48 million, which includes over \$20 million of quasi endowed funds.

Since 2012, NNU has been the recipient of a wide variety of grants totaling nearly \$14 million. The largest of these include a \$5.67 million grant from the J.A. and Kathryn Albertson Foundation in 2012 to create the Doceō Center for Innovation and Learning and fund a portion of the construction of the Peterson Learning Commons, and a \$2.25 million Title III grant from the U.S. Department of Education in 2013 to create academic access for rural or disadvantaged students and boost enrollment by expanding online instruction. Additional institutional grants have been funded by the Department of Health and Welfare, Idaho Department of Transportation, Bureau of Land Management, M. J. Murdock Charitable Trust, Idaho Department of Agriculture, National Institutes of Health (NIH), Biologos Foundation, and Templeton Foundation, among many other local private foundations supporting various capital requests and annual scholarship support. Faculty members regularly receive research grants from the Idea Network of Biomedical Research Excellence (INBRE), National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), Idaho Space Grant Consortium, and other federal agencies.

From a robust vision for campus growth to a clear mission of student transformation, NNU is always striving to be vital contributor to the local community, church, and world. And others are taking note. NNU has been recognized by a number of organizations for its quality programs, faculty, and services. In fall 2015, NNU was again named one of the top universities in the West in U.S. News & World Report's 2016 Best Colleges ranking. In 2016, NNU was also named again as one of the best colleges in the West according to The Princeton Review. Colleges of Distinction, an organization that assesses schools using the four distinctions: student engagement, quality of teaching, vibrancy of the college community, and success of graduates, has also honored NNU as a 2016 "College of Distinction" and a "Christian College of Distinction" as NNU was found to excel in all four areas.

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

Additional information about the institution may be found in the [Institutional Profile](#), as well as at 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) | 2015 |
| Engineering | Bachelor's | Accreditation Board for Engineering Technology (ABET) | 2014 |
| Music | Bachelor's | National Association of Schools of Music (NASM) | 2009 |
| Nursing | Bachelor's, Master's | Commission on Collegiate Nursing Education (CCNE) | 2015 |
| Social Work | Bachelor's, MSW | Council on Social Work Education (CSWE) | 2009 |
| Concurrent Credit | Undergraduate courses | National Alliance Concurrent Enrollment Programs (NACEP) | 2013 |

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 2015 FTE Student Enrollments

| Classification | Current Year Date: Fall 2015 | One Year Prior Date: Fall 2014 | Two Years Prior Date: Fall 2013 |
|-----------------------|---|---|--|
| Undergraduate | 1,263.07 | 1,250.33 | 1,217.06 |
| Graduate | 562.11 | 590.34 | 590.66 |
| Professional | 1,576.00 | 1,404.62 | 1,154.78 |
| Unclassified | 20.46 | 28.89 | 29.33 |
| Total all levels | 3,421.64 | 3,274.18 | 2,991.83 |

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

Official Fall 2015 Student Headcount Enrollments

| Classification | Current Year Date: Fall 2015 | One Year Prior Date: Fall 2014 | Two Years Prior Date: Fall 2013 |
|-----------------------|---|---|--|
| Undergraduate | 1,323 | 1,332 | 1,277 |
| Graduate | 712 | 726 | 760 |
| Professional | 6,251 | 6,212 | 5,718 |
| Unclassified | 178 | 199 | 200 |
| Total all levels | 8,464 | 8,469 | 7,955 |

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 | 29 | 1 | | | | | 1 | 29 |
| Associate Professor | 35 | | | | | 6 | 1 | 28 |
| Assistant Professor | 38 | | | | | 22 | 1 | 15 |
| Instructor | 4 | | | | 2 | 2 | | |
| 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 | \$69,757 | 15.9 |
| Associate Professor | \$57,161 | 13.2 |
| Assistant Professor | \$51,158 | 3.6 |
| Instructor | \$42,952 | 3.0 |
| 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 Dates: June 30, 2015 | One Year Prior to Last Completed FY Dates: June 30, 2014 | Two Years Prior to Last Completed FY Dates: June 30, 2013 |
|--|--|--|--|
| CURRENT FUNDS | | | |
| Unrestricted | | | |
| Cash | 3,949,983 | 13,130,400 | 4,352,922 |
| Investments | 3,269,572 | 5,311,264 | 1,151,181 |
| Accounts receivable gross | 1,872,976 | 3,411,908 | 2,356,876 |
| Less allowance for bad debts | (154,453) | (126,516) | (183,687) |
| Inventories | 168,094 | 282,518 | 277,637 |
| Prepaid expenses and deferred charges | 173,861 | 270,549 | 239,491 |
| Estate contribution receivable | 7,921,008 | - | - |
| Property held for sale | 1,106,889 | 186,885 | 462,000 |
| Due from | | | |
| Total Unrestricted | 18,307,930 | 22,467,008 | 8,472,733 |
| Restricted | | | |
| Cash | 1,231,289 | 7,758,732 | 634,414 |
| Investments | 482,913 | 3,330,885 | 2,544,581 |
| Pledges Receivable | | | 750,000 |
| Due from | | | |
| Total Restricted | 1,714,202 | 11,089,617 | 3,928,995 |
| TOTAL CURRENT FUNDS | 20,022,132 | 33,556,625 | 12,585,415 |
| ENDOWMENT AND SIMILAR FUNDS | | | |
| Cash | | | |
| Investments | 44,194,201 | 34,086,355 | 38,877,892 |
| Other (identify) | | | |
| Due from | | | |
| TOTAL ENDOWMENT AND SIMILAR FUNDS | 44,194,201 | 34,086,355 | 38,877,892 |
| PLANT FUND | | | |
| Unexpended | | | |
| Cash | | | |
| Investments | | | |
| Other (identify) | | | |
| Total unexpended | | | |
| Investment in Plant | | | |
| Land | 3,124,575 | 3,030,814 | 29,78,714 |
| Land improvements | 7,308,516 | 7,079,614 | 7,038,783 |
| Buildings | 56,683,579 | 44,777,787 | 44,256,271 |
| Equipment | 17,725,523 | 14,806,292 | 15,866,492 |
| Library resources | | | |
| Other (identify) | | | |

| | | | |
|--|--------------------|--------------------|-------------------|
| Construction in progress | 1,730,655 | 6,583,641 | 395,494 |
| Assets under capital lease | 112,337 | 112,337 | 371,509 |
| Artwork | 672,494 | 672,494 | 672,494 |
| Less accumulated depreciation | (34,983,227) | (32,861,980) | (33,438,415) |
| Total investments in plant | 52,374,452 | 44,200,999 | 38,141,342 |
| Due from | | | |
| Other plant funds (identify) | | | |
| TOTAL PLANT FUNDS | 52,374,452 | 44,200,999 | 38,141,342 |
| OTHER ASSETS (IDENTIFY) | | | |
| Bond Issuance Costs, Net of Accumulated Amortization | 182,861 | 192,732 | 389,668 |
| Real and Other Property Investments | 749,005 | 574,262 | 565,762 |
| Long-Term Student and Other Notes Receivable | 2,676,080 | 2,663,267 | 3,157,006 |
| Unitrust Investments | 3,517,114 | 3,745,095 | 3,532,911 |
| Prepaid Interest | | | 121,464 |
| TOTAL OTHER ASSETS | 7,125,060 | 7,175,356 | 7,766,811 |
| TOTAL ASSETS | 123,715,845 | 119,019,335 | 97,371,460 |
| | | | |

| LIABILITIES | Last Completed FY Dates: June 30, 2015 | One Year Prior to Last Completed FY Dates: June 30, 2014 | Two Years Prior to Last Completed FY Dates: June 30, 2013 |
|--|---|---|--|
| CURRENT FUNDS | | | |
| Unrestricted | | | |
| Accounts payable | 1,574,514 | 2,610,035 | 862,091 |
| Accrued payroll and payroll taxes | 1,514,114 | 1,298,054 | 1,343,412 |
| Accrued liabilities | 120,725 | 177,804 | 147,911 |
| Accrued interest payable | 32,259 | 33,764 | 101,569 |
| Students' deposits | | | |
| Deferred credits | 1,085,709 | 1,467,691 | 1,353,437 |
| Other liabilities (identify) | | | |
| Current Portion of long-term liabilities | 1,486,294 | 1,572,266 | 1,621,104 |
| Due to | | | |
| Fund balance | | | |
| Total Unrestricted | 5,813,615 | 7,159,614 | 5,459,524 |
| Restricted | | | |
| Accounts payable | | | |
| Other (identify) | | | |
| Due to | | | |
| Fund balance | | | |
| Total Restricted | | | |
| TOTAL CURRENT FUNDS | 5,813,615 | 7,159,614 | 5,459,524 |
| ENDOWMENT AND SIMILAR FUNDS | | | |
| Restricted | | | |
| Quasi-endowed | | | |
| Due to | | | |
| Fund balance | | | |
| TOTAL ENDOWMENT AND SIMILAR FUNDS | | | |
| PLANT FUND | | | |
| Unexpended | | | |

| | | | |
|---|------------|------------|------------|
| Accounts payable | | | |
| Notes payable | | | |
| Bonds payable | | | |
| Other liabilities (identify) | | | |
| Due to | | | |
| Fund balance | | | |
| Total unexpended | | | |
| Investment in Plant | | | |
| Notes payable | | | |
| Bonds payable | | | |
| Mortgage payable | | | |
| Other liabilities (identify) | | | |
| Due to | | | |
| Other plant fund liabilities (identify) | | | |
| TOTAL INVESTMENTS IN PLANT FUND | | | |
| OTHER LIABILITIES (IDENTIFY) | | | |
| Present Value of Annuities payable | 736,295 | 744,470 | 864,340 |
| Unitrust Funds Payable | 1,774,174 | 1,890,545 | 1,796,464 |
| Refundable Loan Programs | 2,938,275 | 2,984,444 | 3,050,642 |
| Long-Term Debt | 17,203,793 | 18,080,001 | 12,073,303 |
| Capital Leases | 35,497 | 58,088 | 143,744 |
| Postretirement Payable | 1,499,062 | 1,600,277 | 1,664,162 |
| TOTAL OTHER LIABILITIES | 24,187,096 | 25,357,825 | 19,592,655 |
| TOTAL LIABILITIES | 30,000,711 | 32,517,439 | 25,052,179 |
| FUND BALANCE | 93,715,134 | 86,501,896 | 72,319,281 |

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

| REVENUES | Last Completed FY Dates: June 30, 2015 | One Year Prior to Last Completed FY Dates: June 30, 2014 | Two Years Prior to Last Completed FY Dates: June 30, 2013 |
|--|---|---|--|
| Tuition and fees, net | 26,291,232 | 25,670,260 | 24,792,779 |
| Federal appropriations | - | - | - |
| State appropriations | - | - | - |
| Local appropriations | - | - | - |
| Grants and contracts | 1,683,202 | 1,326,485 | 1,062,484 |
| Endowment and Private income | 15,461,828 | 21,219,593 | 13,159,130 |
| Auxiliary enterprises | 4,551,599 | 4,856,412 | 4,864,296 |
| Other Sources | 1,552,564 | 1,641,400 | 1,262,834 |
| EXPENDITURE & MANDATORY TRANSFERS | | | |
| Educational and General | | | |
| Instruction | 15,328,040 | 15,886,030 | 14,079,052 |
| Research | 863,685 | 510,086 | 393,666 |
| Public services | | | |
| Academic support | 2,733,046 | 2,410,250 | 2,477,053 |
| Student services | 7,826,016 | 7,023,260 | 6,891,484 |
| Institutional support | 5,713,585 | 5,064,835 | 5,170,608 |
| Fundraising | 1,226,741 | 1,164,545 | 1,234,482 |
| Operation and maintenance of plant | 2,949,374 | 2,697,567 | 2,050,241 |
| Depreciation and Amortization | 2,599,623 | 2,035,029 | 2,229,331 |
| Interest on Indebtedness | 191,208 | 486,059 | 635,392 |
| Scholarships and fellowships | | | |
| Other Uses | 50,219 | 409,264 | |
| Mandatory transfers for: | | | |
| Principal and interest | | | |
| Renewal and replacements | | | |
| Loan fund matching grants | | | |
| Other (identify) | | | |
| Total Educational and General | 39,481,537 | 37,686,925 | 35,161,309 |
| Auxiliary Enterprises | | | |
| Expenditures | 2,845,650 | 3,121,827 | 2,971,488 |
| Mandatory transfers for: | | | |
| Principal and interest | | | |
| Renewals and replacements | | | |
| Total Auxiliary Enterprises | 2,845,650 | 3,121,827 | 2,971,488 |
| TOTAL EXPENDITURE & MANDATORY TRANSFERS | 42,327,187 | 40,808,752 | 38,132,797 |
| OTHER TRANSFERS AND ADDITIONS/DELETIONS | | (902,760) | |
| Reduction of Donated Land Value and Bond Issuance Costs Written Off | | | |
| EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)] | 7,213,238 | 13,002,638 | 7,008,726 |

INSTITUTIONAL INDEBTEDNESS

| TOTAL DEBT TO OUTSIDE PARTIES | Last Completed FY Dates: June 30, 2015 | One Year Prior to Last Completed FY Dates: June 30, 2014 | Two Years Prior to Last Completed FY Dates: June 30, 2013 |
|--------------------------------------|---|---|--|
| For Capital Outlay | 18,137,157 | 19,059,298 | 13,124,059 |
| For Operations | | | |

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 | 7 | 35 | 0* |
| Twin Falls Center, Twin Falls, ID, 83301 | MS – Counseling | 6 | 26 | 0* |
| Idaho Falls Center, Idaho Falls, ID, 83402 | MSW | 59 | 48 | 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 partnerships with the Council for Christian Colleges and Universities (CCCU), Nazarene Sister University Programs, Friendship Schools, and other off-campus study opportunities. These opportunities are explained in the Study Abroad and Off-Campus Study Opportunities link on the NNU website and on pages 63-70 in the CAS Catalog . | | | | |

Preface

Institutional Changes since the Year Three Report in 2012

Governance

In 2012, the [Board of Trustees](#) completed its major revision of the [Board of 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 [Board of Trustees Policy Manual](#) is divided into four sections:

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

In 2015, the Board Chair appointed the [Shared Governance Task Force](#) made up of faculty members and trustees to develop clarity on shared governance, tenure, and academic freedom. The task force has met regularly for the past year and this fall will bring forward policy recommendations to clarify definitions and processes related to shared governance, tenure, and academic freedom.

Leadership

From 2012 until spring 2015, the executive leadership team at NNU was stable. During this time period, Dr. David Alexander, who was elected to the position in 2008, served as NNU's president. NNU had six vice president positions who served as the President's Cabinet, and the same individuals served in these positions during this entire period.

In spring 2015, NNU experienced a sudden and unexpected leadership transition. President Alexander tendered his resignation at the end of April 2015, following a faculty vote of no-confidence (related to a series of decisions culminating with the lay-off of a tenured faculty member) and disclosure of an incident that had occurred many years earlier when Dr. Alexander was a faculty member at NNU (then NNC). While neither of these events alone would have likely led President Alexander to resign, the confluence of the no-confidence vote and the disclosure of the prior incident caused Dr. Alexander to conclude that NNU would be best served by his resignation, which he tendered to be effective May 31, 2015. In July 2015, information regarding the prior incident (which until that time was not public knowledge) became public as the result of a post on social media. Consequently, summer 2015 was marked by significant upheaval in the campus community.

In the wake of Dr. Alexander's sudden resignation, in May 2015, the NNU [Board of Trustees](#) asked Joel Pearsall, then NNU's Vice President for University Advancement, to serve as president for an interim period of up to two years. Mr. Pearsall had served NNU for 16½ years when he assumed the role of president. Pearsall initially came to NNU in January 1999 to serve as Vice President for Financial Affairs (VPFA). Mr. Pearsall held the position of University General Counsel for several years (at the same time that he held the VPFA position), before being appointed to the position of Vice President for University Advancement (VPUA) in August 2008, at which time Mr. Pearsall released the General Counsel position. Mr. Pearsall accepted the [Board of Trustees'](#) request to serve as interim president, effective June 1, 2015.

Soon after this appointment, a decision was made to not immediately fill the vacant VPUA position; consequently, Mr. Mark Wheeler, NNU's Associate Vice President for Development, was asked to serve as leader of the Advancement sector until a non-interim president was elected. In fall 2015, Dr. Burton Webb, NNU's Vice President for Academic Affairs (VPAA), was interviewed to serve as president of the University of Pikeville. This led to Dr. Webb's election as their president, effective January 1, 2016.

Consequently, Dr. Webb tendered his resignation, effective December 31, 2015. After consultation with faculty leadership and the [Board of Trustees' Executive Committee](#), and in light of the continuing interim nature of his position, President Pearsall appointed Dr. Edwin Robinson in December 2015 to serve as Vice President for Academic Affairs through June 2017. Dr. Robinson was serving as the Director of the Office of Leadership Studies and Servant Leadership in the NNU Wesley Center and has been a member of the NNU faculty since 2011, having come to NNU following his service as President of MidAmerica Nazarene University. The appointments of both Mr. Wheeler and Dr. Robinson were received positively by faculty, staff, trustees, and external constituents of the University.

Citing a desire to focus more time on her family and her health, Ms. Stacey Berggren, NNU's Vice President for Enrollment and Marketing (VPEM), submitted her resignation effective following the Board of Trustees' spring 2016 meeting (March 17, 2016). In response, President Pearsall consulted with faculty leadership as well as members of the Enrollment and Marketing Team and then chose to not fill the VPEM position for the time being. Since Ms. Berggren's departure, the Director of Admissions (Mr. Shawn Blenker) has been reporting directly to the President, the Marketing Department and the Director of Veterans Affairs (Dr. Bob Sanchez) have been reporting to Mr. Blenker, and the Director of Financial Aid (Ms. Ann Thompson-Crabb) and the Director of NNU's Center for Professional Development (Mr. David Covington) have been reporting to Mr. Tarrant, NNU's VPFA.

The remaining three vice president positions have experienced no transitions since the University's Year Three Report. Dr. Carey Cook has served as NNU's Vice President for Student Development since 2001 and provides leadership to this sector of the campus. Mr. David Tarrant has served as NNU's VPFA since 2012, and provides the University with expertise in financial management as well as experience in private Christian higher education. Dr. Fred Fullerton has served as NNU's Vice President for Spiritual and Leadership Development since 2009. 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. As part of his assignment, he serves as the main liaison with the sponsoring denomination's leadership at the geographic district level in the Northwest and with pastors in both the Church of the Nazarene and other Christian denominations.

In the March 2016 [Board of Trustees](#) meeting, following focus group sessions with various constituent groups (both on-campus and off-campus) and an assessment instrument sent to all campus employees, the [Board of Trustees](#) elected Mr. Pearsall to a four-year term as NNU's President, citing "overwhelming support for his leadership and his ongoing work." After a weekend of prayer and reflection, President Pearsall accepted the election on March 14, 2016.

Long-range Planning

NNU continues to be guided by a highly participatory long-range planning process that was initiated over 20 years ago and is based on the development of a series of three-year strategic plans. These strategic plans provide an ongoing template for planning, action, and assessment of mission fulfillment. Each plan is embedded with a series of priorities and goals that are reviewed by administrators and the [Board of Trustees](#) on a periodic basis.

The [Board of Trustees](#) adopted a list of priorities and goals known as [NNU Vision 2025](#). To fulfill the transformational mission of NNU, the University is committed to three dynamic goals: grow, serve, thrive.

GROW—In 2025 NNU will grow to teach and equip 10,000 students (on-campus, online)

- *An exemplary NNU Core will complement the expansion of mission appropriate programs (associates, bachelors, masters, doctorate)*
- *A student-centered learning culture will guide and serve the learner*
- *Enrollment will grow as society uses technology to aid the delivery of education*

SERVE—In 2025 NNU will serve the student, the church and the world

- *A programmatic commitment to spiritual formation across the university, across the curriculum*
- *A university-wide commitment to service learning, vocation, calling, centered in the Wesleyan-Holiness tradition*
- *A resource partner to the Church of the Nazarene in the Northwest and around the world*

THRIVE—In 2025 NNU will thrive by being financially strong, affordable and accessible

- *Manage revenue and reduce expense to lower price*
- *Leverage reduced cost to grow a broad, diverse community of students*
- *Seek funds to grow endowment, raise capital and complete the master plan*

The first of five three-year strategic plans, [*Toward Century Two: The 2010-2013 Strategic Plan*](#) served as a framework to guide the University's strategic planning up to its centennial year. In spring 2014, the [Board of Trustees](#) adopted a set of [strategic goals for 2014-17](#) (the current three-year planning period) which read as follows:

STRATEGIC GOALS 2014—2017

The commitments to transform, grow, serve and thrive are achieved by pursuing a set of strategic goals that guide the work and focus of the University over several years.

- *Work together in culture of continuous improvement to streamline operations and lower cost to educate*
- *Reach and attract a broader clientele by increasing marketing resources, activity and effectiveness*
- *Over three years the enrollments of NNU Online will double in size, other programs will grow 5% annually*
- *Continue to emphasize and improve NNU's student-centered focus and experience*
- *Comprehensive emphasis on spiritual formation, life-calling and service learning in all degree programs*
- *Resource the Church of the Nazarene through the Wesley Center*
- *Secure capital funding and construct the Centennial Commons*
- *Develop and adopt a residential community model of student housing, determine appropriate funding and construct first phase of residential community*

Following the pattern developed over the past many years, the [Board of Trustees](#) conducted its triennial strategic planning retreat in summer 2016. Included in this retreat were faculty representatives to the Board, as well as staff representatives and members of the President's Cabinet. This retreat initiated the development of the strategic plan for the next three-year cycle that will encompass 2017-2020. Drafts of strategic priorities and goals are being developed as a result of the presentations and discussions that occurred at the 2016 retreat. These drafts will be distributed later this fall on campus for feedback, which will then lead to a second draft of strategic priorities and goals to be discussed by the [Board of Trustees](#) at

its fall 2016 and spring 2017 meetings. Ultimately, the 2017-2020 strategic priorities and goals will be finalized and adopted by the Board at its spring 2017 meeting.

Annually, the President's Cabinet leads an effort to translate the mission, vision, and three-year strategic priorities and goals into [operational goals](#) that are used to guide the University's activities and areas of focus for the relevant academic year. These [operational goals](#) range from University-wide initiatives to college and department-level initiatives and are organized by the key strategic areas identified in the three-year priorities and goals. A review of the past year is conducted by the President's Cabinet each summer, which helps inform the process for allocating resources and developing [operational goals](#) for future years.

The University's [Campus Master Plan](#), which was approved by the [Board of Trustees](#) in September 2009, guides the University in campus expansion and facility construction. This document was initially aligned with [NNU Vision 2025: A More Excellent Way](#) and is routinely reviewed for continuing coherence to the University's current three-year strategic priorities and goals. The plan is divided into seven phases.

Facilities

In spring 2013, construction started on a major renovation of the library. An additional 37,000 square feet was added to the existing 20,000 square foot structure. The Leah Peterson Learning Commons was completed in fall 2014. The facility has become a significant gathering space on campus for students and faculty to meet, study, hang out, and get a cup of coffee.

In fall 2014, a [Facilities Condition Assessment](#) was completed that laid out a five+ year plan to address the deferred maintenance needs on campus. The plan has been updated every year and serves as a road map to campus structural health.

In summer 2015, the University completed a major remodel of Corlett residence hall, as well as a major re-landscaping of the campus quad that involved removing an internal street through campus. In the last two years, the institution has spent over \$3 million addressing deferred maintenance projects across campus, including roof replacements, repaving of parking lots and sidewalks, and replacing HVAC systems.

Finance

The University finished the 2012-13 year in the black with an operational reserve (unrestricted revenue less expense) of 2% or approximately \$800,000. During the 2012-13 year, the University streamlined and restructured the chart of accounts in order to improve the planning and communication of the actual to budget spending across campus. In 2013-14, a new financial reporting process was launched that provided new reports for campus budget owners. During this launch, greater transparency was provided to the campus community on financial matters when budget information for every department and sector was made available on a monthly basis to all budget owners.

In December 2013, the University refinanced all of its public bonds with a tax exempt private placement with US Bank at 2.15%. In March 2014, the University received the largest gift in the history of the institution from the estate of Howard and Mary Conrad. The unrestricted estate was approximately \$18.5M and was received over the course of the 2013-14 and 2014-15 school years.

In fall 2015, the University experienced the first decline in net tuition revenue for over a decade as the number of enrolled students declined along with a greater-than-intended increase in the discount rate in the traditional program. Shortly after the decline in net tuition revenue of approximately 5% became evident, the University convened a special monthly meeting of all campus budget owners to communicate this challenge and collect ideas to rebalance the budget. At the end of the 2015-16 school year, the

University put in place [\\$2.4 million in budget reductions and changes](#) to rebalance the 2016-17 budget. The process by which these budget reductions and changes were arrived at is explained in Standard 5. The changes are comprised of actions ranging from a reduction in the 403(b) matching contribution to holding open various positions on campus.

In spring 2016, the President's Cabinet formed [three task forces](#) to look at long term solutions to balance the budget of the University. One team is looking at the organizational structure of the University. The findings of this group will be shared in September 2016. The other two groups are currently examining the efficiency and effectiveness of our academic and non-academic programs, departments, and areas on campus. Reports from these two groups will be shared with the Cabinet in December 2016.

Academics

Since 2012, NNU's transition of academic structure, recommended by the Academic Structure Task Force and approved by the [Board of Trustees](#), has been fully implemented with appropriate unified and distinct faculty governance policies and practices for the College of Arts and Sciences (CAS) and the College of Adult and Graduate Studies (CAGS). The rationale for the distinction between the two academic entities was to address more adequately the organizational, curricular, and pedagogical particularities for two different student demographics. The transition began in earnest during the 2012-13 academic year. In addition to the two colleges, a third academic unit that includes library services, registrar, the center for academic success and advising was added to the academic organizational structure. The two colleges and the academic services unit are each led by a "Dean" who reports directly to the VPAA and participates in the University Administrative Team (UAT), led by the President. While there are many faculty who cross over between the two colleges for teaching assignments, the two college structure is taking hold with the University's academic culture.

In December 2012, NNU was blessed to receive substantive grant funding to create a center for innovation that seeks to inspire personalized learning through innovative practices in education. In 2013, the [Doceō Center](#) was established to explore the convergence of technological innovation and effective teaching strategies. The [Doceō Center](#) provides in-service and pre-service training for educators within the University community (i.e., NNU faculty and students enrolled in undergraduate and graduate programs) and those serving in public, private, and online educational enterprises in the state, nationally, and internationally (including major initiatives in Liberia and the Bahamas). Currently, the [Doceō Center](#) is collaborating with a local school district to help shape the educational structure and pedagogical culture of the school district, including partnering with them to launch an innovative high school. The Doceō Center's external funding and service contracts allow the University to employ four full-time faculty who serve as the innovative team and service providers.

In 2013, NNU received a five-year Title III grant from the United States Department of Education to develop a broad offering of college-level online courses for the purposes of extending the accessibility of a college education to remote students in the Northwest. The Title III leadership group has developed three years of online courses, and is currently creating fourth year courses that will complete the curriculum leading to a bachelor's degree in applied studies. In addition to serving exclusively online students, many traditional residential students are using NNU Online to supplement their fact-to-face courses during the traditional academic year and summer. Following the completion of the Title III grant, the University's desire is to establish a dedicated academic unit for online education to complement the College of Arts and Sciences and the College of Adult and Graduate Studies.

Since our Year Three Report, NNU has changed its primary Learning Management System (LMS) from Angel, as well as its use of Capital Education (Cap Ed) iCampus for online programs. In 2014, NNU contracted with Canvas as the sole LMS for all programs: face-to-face, hybrid, and exclusively online. While changing to a new LMS is never easy, this change and unification of LMS's was a welcomed

decision and has been broadly accepted by the faculty. There are currently no plans to change our LMS provider.

The following is a list of substantive changes approved by the Northwest Commission on Colleges and Universities (NWCCU) since the University's Year Three Report in 2012:

- 2014 – Doctor of Philosophy degree in Education with an emphasis in Educational Leadership

The following is a list of minor changes approved by the NWCCU since the University's Year Three Report in 2012:

- 2013 – Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) degree program
- 2014 – Master of Science in Nursing (MSN) with a Family Nurse Practitioner (FNP) track
- 2016 – Leadership and Organizational Development track within the existing Educational Specialist (EdS) degree program

Response to 2012 Recommendations

NNU received three 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

Though the Evaluation Committee acknowledges the progress made by the University in defining and measuring mission fulfillment, the Committee found that the core themes had not yet been comprehensively integrated into analyses of the institution's resources and capacity. The Committee recommends that the University work diligently to determine how each of the core themes can be represented and measured across the array of programs, functions and activities of the institution. To this end, the Committee further recommends that the University organize its institutional research functions and assessment efforts in order to support the collection and analysis of verifiable data on student learning outcomes. (Standards 1.B.2, 2.A.12, 2.A.21, 2.C.1, 2.C.10, 2.C.12, 2.D.1, 2.D.11).

Over the past four years, NNU has continued to develop its assessment efforts in response to this recommendation. In 2013, when the University organizational structure changed to a two college structure with the formation of the College of Arts and Sciences and the College of Adult and Graduate Studies, an Assessment and Accreditation Committee (AAC) was created for the purpose of increasing teaching faculty involvement in the assessment and analysis of data related to our core theme objectives and indicators.

The AAC is comprised of teaching faculty elected by the faculty as a whole, as well as administrators who serve as ad hoc members based on their roles in the academic program. The responsibilities of the AAC include the following: 1) Provide general oversight of the assessment and accreditation processes for the University; 2) Review outcomes, goals, and objectives for University assessments and provide a process for continuous improvement; and 3) Provide training and support opportunities for departments and individual faculty members in creating, enhancing, and reviewing assessments.

One of the suggestions provided by the NWCCU Year Three Review Team was that the University was trying to collect data on too many indicators (we previously had 18 objectives and 48 indicators). Several team members felt that assessing fewer, more strategically chosen, meaningful indicators would be more effective and allow the institution to have focused dialogue related to the core theme objectives. As a result, one of the initial tasks of the AAC was to review and consolidate our core theme objectives and indicators in order to narrow our focus and assess our most useful and meaningful data. For the past two years, the AAC has focused its attention on identifying appropriate indicators and setting clear benchmarks for each of our core themes and objectives, as well as collecting and analyzing data.

As a part of this review process, the AAC realized that the original objectives and indicators for the core themes were written primarily with traditional undergraduate students in mind and did not encompass our non-traditional students, online students, and graduate students. As NNU has grown into its vision of becoming a comprehensive university with a full range of undergraduate and graduate programs that meet the diverse needs of our student community, the AAC undertook the task of revising the objectives and indicators to reflect the changes to our student demographics and more effectively address the new two college structure. The present core theme objectives and indicators described in Standard One of this report are the culmination of this process.

Under the leadership of the VPAA and deans of CAS and CAGS, the institution has focused on establishing measurable indicators of outcomes achievement for all academic programs, improving the quality of data collected, and implementing assessment-based curricular changes. For departments and programs that have outside accrediting agencies, this has been an extension of what they have already

been doing on a regular basis. For other departments, this has been a change in culture, but is something that most departments have embraced. While assessment remains a work in progress, getting to this point is evidence that NNU has been engaged in a multi-year process of educating the faculty of the need for system-wide, ongoing analysis of data related to the core theme objectives and establishing a cycle of continuous improvement for all aspects of the institution.

The next step in this process is a comprehensive analysis and prioritization of departments, programs, and areas to be completed this fall. In spring 2016, the President's Cabinet appointed [two task forces](#); one is focused on reviewing academic programs and departments, while the other is focused on reviewing non-academic areas and departments. These [two task forces](#), made up of faculty and staff from departments across campus, are working closely with departments to assess the effectiveness and efficiency of departments, programs, and areas. The model for this work is based on the work of Dickeson (2010) *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. The intended outcome is for these [two task forces](#) to present recommendations, based on the data and careful assessment, to the Cabinet in December 2016.

Recommendation Two

In light of planned academic restructuring and the University's recognition of the implication of those changes for the context of its purpose, characteristics and expectations, the Evaluation Committee recommends that the University undertake a process of clarification and trust building between faculty and the administration regarding areas of shared governance responsibilities (Standard 2.A.1).

Standard Two is designed to assist the institution in thinking about the adequacy of its resources and capacity. In this standard, an institution demonstrates "through its governance and decision-making structures" that it regularly reviews and revises policies and procedures that promote effective management and operation of the institution. Specifically, Standard 2.A.1 holds the institution accountable in demonstrating "an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities." The standard further requires an institution to demonstrate how the views of faculty, staff, administrators, and students are considered in "matters in which they have a direct and reasonable interest."

In the 2011 [Institutional Ethos Survey](#), there were several indicators that culture and in particular, trust, were emerging as issues in the NNU community. Specifically, trust issues were emerging between the administration and the faculty.

At the time of the Year Three Review in 2012, NNU was in the process of embarking on a new academic structure. The structure was established at the recommendation of a task force convened by Dr. Burton Webb, Vice President for Academic Affairs. The task force had faculty and staff representation and was charged with reviewing academic structures at other similar and aspirational universities and recommending revisions or support for the current academic structure at NNU. The recommendation and subsequent implementation included a move to a two-college structure at NNU: The College of Arts and Sciences (CAS) and the College of Adult and Graduate Studies (CAGS).

Rationale for this revision included the following:

1. Removing curricular barriers for non-traditional adult undergraduate programming
2. Creating clearer oversight regarding programming at the graduate level
3. Creating a structure that would enable non-traditional adult and graduate programs to scale
4. Creating committee structure that would allow faculty to focus on their areas of expertise

Faculty officers and the [Faculty Policy Council \(FPC\)](#) were charged with rewriting the current [Faculty Policy Manual](#) in order to reflect the new structure, especially in relationship to [committee structure](#). Substantive changes were referred to the whole faculty for a vote.

The recommendation of the Year Three Review Team was for the University to undertake a process of clarification and trust building between faculty and the administration regarding areas of shared governance responsibilities. This recommendation was addressed in both colleges as the two college deans worked to establish working norms and expectations in the new structure.

In 2014, NNU employees were asked to participate in a [“Doing Well, Getting Better” survey](#) ([qualitative summary](#)). This survey was a replication of the [Institutional Ethos Survey \(2011\)](#). Based on feedback received from the surveys, then-President Alexander attempted to build trust among the campus community by engaging in a listening tour in spring 2015 where he asked three key questions to various groups of faculty and staff. These questions included, “How can we better engage and inform one another?” “What NNU habits and attitudes do you want to affirm?” and “What NNU habits and attitudes do you want to sunset?” The [notes from these listening conversations](#) were made available to campus employees on the NNU portal.

The community which NNU aspires to be was shaken in spring 2015 with a faculty vote of no confidence in the presidency. A distinct decision that contributed to the vote of no confidence was the layoff of two faculty members, one of whom was tenured. As a result of the disruption this non-renewal caused, the [Board of Trustees](#) convened a review committee of trustees, faculty, administrators, and alumni to ensure that processes and procedures for the layoff were followed. The [Review Team’s Report](#), which was delivered to the [Board of Trustees](#), concluded that written policy and processes were followed by the administration in laying-off the two faculty members. As indicated in the [Board’s Response to the Review Team’s Report](#), the [Board of Trustees](#) chose to modify the administrative lay-off action by reaching a negotiated agreement with the tenured faculty member and referring the other faculty layoff back to the administration.

In the months that followed, President Alexander resigned and Mr. Joel Pearsall was appointed interim president effective June 1, 2015. In March 2016, the [Board of Trustees](#) elected Mr. Joel Pearsall as the University’s 13th president.

Recognizing the erosion of trust that contributed to the vote of no confidence, the institution secured an outside agency to provide guidance as the University endeavors to rebuild a community of trust and collegiality. Since May 2015, Venture International (VI), and in particular, Curt Bechler, has consulted with the President’s Cabinet, the [Board of Trustees](#), faculty, and staff. Together with these stakeholders, VI has assisted the Board and the campus in outlining a plan to move forward with purposeful intent to rebuild a strong community and address key underlying issues that contributed to the significant disruption in culture and community in spring 2015.

In fall 2015, VI conducted a campus-wide [organizational assessment](#), as well as a [Board assessment](#), to assist in defining key issues. Over 270 campus employees (over 90 %) participated in the assessment. On a scale of 1-10 (10 being high), participants were hopeful (7.7) and willing to participate in change (8.6). In addition, there was a strong desire to improve internal communication (7.4) and civility and respect (7.4) on campus.

This [organizational assessment](#) elevated some key concerns which the NNU community is currently addressing, including civility and respect, tenure, academic freedom, institutional identity with regard to our connection to the Church of the Nazarene, and shared governance.

Several key groups of stakeholders have convened to support the University in this comprehensive plan:

1. The [Steering Committee](#)
2. District Superintendents and the faculty of the School of Theology and Christian Ministry
3. [Shared Governance Task Force](#) with faculty and Board of Trustee representation

The [Steering Committee](#) is composed of four faculty and five staff, and is facilitated by two vice presidents. The charge given to the [Steering Committee](#) was to oversee and guide the progress of the campus, particularly in relationship to leading focused discussions regarding civility and respect. In addition, the [Steering Committee](#), using the organizational assessment, has been tasked with determining if there are other issues that the University should address, and if necessary, to provide oversight to those issues.

To date, the [Steering Committee](#) has led the institution in an exercise labeled “Heaven and Hell,” where all University stakeholders participated in brainstorming the key characteristics of a University from Heaven and a University from Hell. The committee considered the results of this exercise and created specific curriculum and training based on *Crucial Conversations* (Patterson, Grenny, McMillan, Switzler, 2012). Included in this training were institution-specific videos demonstrating less than perfect (uncivil) interactions for discussion groups. The training sessions were jointly facilitated by faculty and staff and were purposefully designed to integrate faculty and staff in the session. Nearly 85% of campus employees participated in a training session.

The [Steering Committee](#) has followed this exercise with laying the foundation for the work in fall 2016. In preparation for this, each NNU employee has received a copy of *Crucial Conversations*. The committee is currently working with university leadership (directors, deans, and President’s Cabinet) to create a comprehensive plan for the fall around the information, skills, and abilities outlined in this book.

Additionally, in spring 2016, the [Faculty Activities and Care Committee](#) was expanded to become the [Community Activities and Care Commission](#) with inclusion of staff representation on the commission. The goal of this commission is to continue to build opportunities where faculty and staff can interact together, building trust, relationship, and community.

The faculty of the School of Theology and Christian Ministry and the seven District Superintendents from the northwest region of the Church of the Nazarene are charged with clarifying what it means for NNU to be a Nazarene Institution, what it means to have a Nazarene Identity, and what theological parameters are helpful in teaching and learning. This group has been facilitated by Curt Bechler with assistance from local pastor and church leader, Scott Daniels. The group has met several times and is making progress in understanding roles, identifying key issues to explore, and building relationships.

In addition, following the fall 2015 Board of Trustees meeting, a [Shared Governance Task Force](#) of faculty and trustees (co-chaired by a faculty member and a trustee) was tasked with defining shared governance, identifying where shared governance is working and where it needs to be strengthened or changed, discussing academic freedom and tenure in light of Nazarene identity and mission, and identifying recommendations for the campus to review. This task force has developed [a set of recommendations](#) including shared governance revisions, as applicable, in the [Board of Trustees Policy Manual](#), [Faculty Policy Manual](#), and [Staff Policy Manual](#) to be considered by appropriate constituencies this coming year. The purposes of these recommendations are to clarify the definition of “shared governance” and identify the components of successful shared governance, re-affirm the Board’s commitment to shared governance among all NNU constituent groups, clarify the vital role of various constituent groups in shared governance, and create a conflict committee to pursue amicable resolution to any serious conflict impacting the President’s relationship with faculty and staff corporately. It has also been recommended that the President create an action group whose responsibility will be to implement

shared governance and empowered leadership structures and processes consistent with the shared governance policy manual revisions.

To further facilitate a spirit of cooperation and open dialog, in July 2016, all NNU employees were encouraged to attend the [opening plenary session](#) of the Board of Trustees planning retreat with guest speaker Dr. Bob Sevier. Faculty and staff representatives were also invited to participate in the entire triennial retreat.

At the time of this report, the NNU community is engaged in focusing on building a strong university and believes that progress is being made. There are abundant examples of engagement between Board members, administration, faculty, and staff in working together to address the issue of culture and trust.

Recommendation Three

The Evaluation Committee recommends deliberate and immediate attention be given to developing an assessment plan for its General Education program based on verifiable data that measures student learning outcomes. This plan should include a timeline for completion, necessary steps, and identification of persons or groups responsible for each step. In addition, the team recommends that a specific committee or person be tasked with the management of this process (Standard 2.C.10).

The University's [general education \(GE\) program](#) is designed to ensure that all students who participate in its baccalaureate programs engage in a robust Christian liberal arts curriculum that purposefully expresses the mission of the University. This curriculum is intended to nurture our students' highest intellectual, physical, and spiritual development and is the foundation of all undergraduate education at NNU. Students are brought into contact with great leaders and thinkers, ideas, movements, diverse culture, and the Christian faith. The curriculum is intellectually challenging and designed to set the tone for all courses at the University.

At the time of our Year Three visit in 2012, the undergraduate General Education Council (GEC) had just completed a major review of the [GE program](#) that resulted in a recommendation to the faculty to reduce the GE program from 55-57 credits (depending on the number of credits in the capstone course for each major) to 52 credits. That recommendation was approved by the faculty and implementation of the [new GE program](#) started with the 2013-14 school year. As a result of this review process, during our Year Three visit, the institution was in the beginning stages of writing new [GE outcomes](#) and developing an assessment plan to measure these outcomes.

The undergraduate GEC, working in cooperation with department chairs and the faculty as a whole, developed 15 specific measurable outcomes for the [new GE program](#) that are aligned with the mission of the University. These outcomes were based on Liberal Education and America's Promise (LEAP) Essential Learning Outcomes and were designed to fit within four broad areas of study within the GE curriculum: Christian Formation, Humanities, Sciences, and Intellectual and Practical Skills. In each area, the outcomes are defined in a GE Outcome Matrix that offers three different levels of mastery: minimum, target, and exemplary. These levels of mastery provide a clear model of assessing each outcome within every course in the [GE program](#).

Following the University's implementation of the College of Adult and Graduate Studies (CAGS) in 2013, the CAGS GEC was initiated. Membership on the CAGS GEC was comprised of the college dean, registrar, dean of academic services, the directors of the Adult and Professional Programs in Business, Christian Ministries, Education, Nursing, Course of Study, NNU Online, and College Core. Dr. Gary Waller, director of the College Core program, chaired CAGS GEC, as College Core provided the majority of GE courses to fulfill university requirements for CAGS undergraduate students.

With the creation of the two college structure, CAGS adopted the new GE framework and began to work with the 15 measureable outcomes described and developed by the undergraduate GEC. Many of the undergraduate classes offered in CAGS are highly aligned with the CAS version of the class. In many cases, the course is taught by the same professor in both CAS and CAGS. The [CAGS Undergraduate Academic Council \(UAC\)](#) is charged with monitoring the alignment of the [GE program](#) in CAGS classes. In courses where there is a one-to-one alignment with CAS, the [GE outcomes](#) are measured with the same tools/assessments. In cases where the courses have been altered to become more meaningful for adult learners, the [GE outcomes](#) are clearly delineated in the syllabi and have an identified assessment to measure the outcome.

NNU received a Federal Title III grant in 2013 that enabled the University to create NNU Online, which also provides courses with GE outcomes. Based on the thorough work of colleagues in CAS, the CAGS GEC adopted the same [GE outcomes](#) as their CAS counterparts. In CAGS, 90% of courses that meet [GE outcomes](#) are housed within NNU online. From the beginning of this program, courses have been mapped to the GE curriculum, University values, and any outside accrediting organizations as appropriate. The assessments identified to measure the outcomes are clearly articulated in the course mapping process and before the course is designed. For those courses housed in the Adult and Professional Programs, the [GE outcomes](#) are noted on the syllabus and assessments are identified.

The CAGS UAC has worked to become outcome-based and has identified several courses that meet more than one GE outcome. As an example, CAGS has developed a course in the Adult and Professional Program in Education (ENGL3740W) which meets two [GE outcomes](#) -- a writing outcome and a literature outcome. In the traditional undergraduate program, a student must choose which GE outcome is met by this course. In CAGS, the student is given credit for meeting both outcomes once he/she has successfully passed the course.

In 2014, the CAS GEC created a draft assessment plan that mapped the [GE outcomes](#) to specific courses throughout the [GE program](#). Council members worked closely with departments and faculty who teach these courses to identify and/or develop assessments to measure student's mastery of the outcomes. Training sessions were offered during faculty workshops in August 2013 and 2014 to help advance the culture of assessment among faculty and build a foundation for the development of these assessments. To ensure clear and consistent communication of the [GE program](#), the CAS GEC also created a [GE Handbook](#) as a resource and reference guide to assist departments and faculty with implementation and assessment of the new outcomes.

This past year, as a part of the implementation process, the CAS GEC also designed a matrix of the [GE program](#) that aligned every course with an outcome and placed it on a calendar for assessing student learning. A [GE Common Assessment document](#) that includes the collection of both quantitative and qualitative data was created to assist faculty with this process. GE courses in [Biblical literature](#), [theology](#), [philosophy](#), [English](#), [communication studies](#), and [kinesiology](#) were initially identified to pilot the [GE Common Assessment instrument](#) during the fall 2015 semester. Based on feedback from these assessments, the CAS GEC made some slight modifications to the instrument and additional GE courses were assessed during the spring 2016 semester. Our assessment of GE outcome CF1 in BIBL1100 serves as a [model document](#) for the assessment of the GE outcomes. This assessment work will continue during the 2016-17 school year as the CAS GEC works with departments to assess the [GE outcomes](#) for each course offered in the [GE program](#).

Since department chairs are responsible for working with full-time and adjunct faculty to ensure that all sections of each GE course include the common assessment as a part of the course and that all professors teaching the course are evaluating the assessment using the common rubric, CAS GEC members were assigned to work with different department chairs to follow through on the assessment calendar and begin

assessing course data. An ongoing part of this work includes verifying that the assessment and outcome addressed in each GE course is identified for students in the course syllabus.

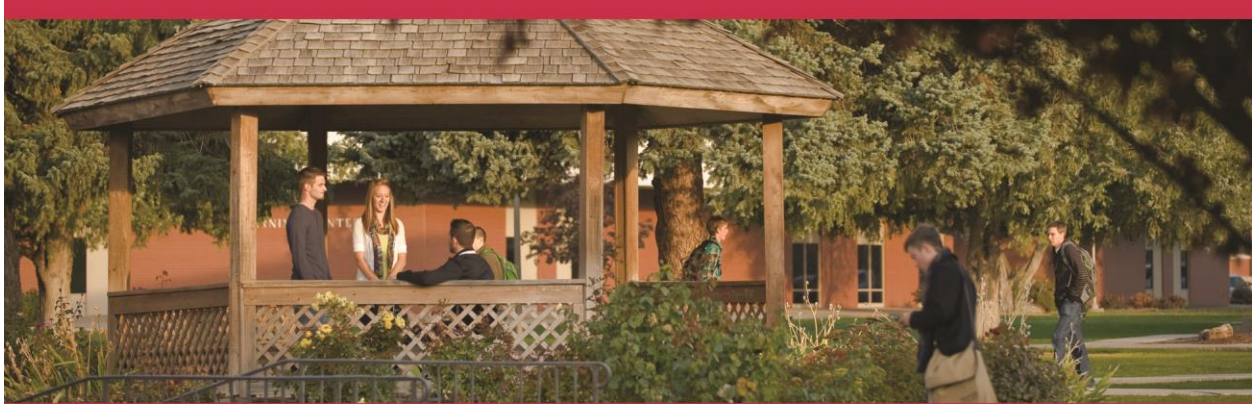
As a part of the [GE Assessment Plan](#), departments completing a [GE common assessment](#) are responsible for collecting, analyzing, and reporting on common assessment data to the GE councils. The councils have the responsibility of reviewing the reports and data and working with departments to make recommendations for program or assessment revisions and changes. As each common assessment is reviewed, the GE Councils also evaluate and approve all GE courses which administer the assessment. This process allows the GE Councils to re-evaluate and re-approve all present GE courses according to the GE learning outcomes rather than just having a list of required classes for GE based on content areas.

In spring 2016, CAGS department chairs and program directors reviewed all course syllabi, evaluating whether the essential components of a syllabus (including GE outcomes and assessment) were included. Department chairs and program directors are working with their faculty to improve the percent of syllabi with all required components. Department averages ranged from 100% to 57% of syllabi with all required components. This coming year, the CAGS GEC will continue to gather and review data based on key indicators related to the GE outcomes, and will also look at alignment between GE courses offered in CAGS and CAS.

The primary objective for the CAS GEC in 2016-17 will be to complete the current round of assessment of the CAS [GE program](#). Upon completing the assessment, the next step will include working with each undergraduate department that offers GE courses to implement necessary revisions to the curriculum. Additionally, the council intends to develop and implement a common rubric for capstone papers in capstone courses offered by each undergraduate department.

The implementation process for the [GE program](#) has not been without its challenges, the most noteworthy being that three different faculty members have served as CAS GEC chair in the past three years; one chair completed his term of service on the council and the other resigned as an NNU faculty member to seek employment elsewhere. We are looking forward to stability in this position as Dr. Stephen Riley, CAS GEC chair this past year, will continue to provide strong leadership in this role during 2016-17 and nearly all faculty members who served on the council this past year will be on the council again this coming year. Although one of the co-chairs of the CAGS GEC retired in May 2016, leadership on this council remains strong with co-chair Dr. Lori Sanchez serving as chair and most of the other faculty members on the council returning to serve on the council this coming year.

The GE assessment process has already helped identify and remove courses that were not helpful in meeting the outcomes of the [GE program](#). Feedback received from the assessment process is being used to help improve courses that have already been through the assessment cycle to strengthen their content and delivery in order that student learning will be enhanced and mastery of outcomes will increase. The data is being used to rethink the language of some of the outcomes-especially in the case of the science outcomes. In all, this process is helping clarify what we say we want to do and ensure that the [GE program](#) continues to provide avenues for students to engage in a robust Christian liberal arts curriculum that transforms the whole person.



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)

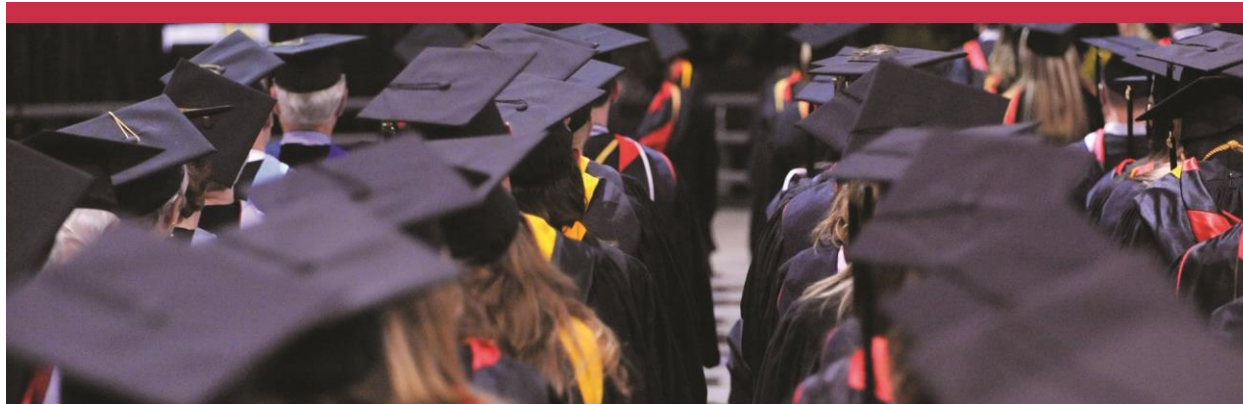
NNU is authorized by the State of Idaho to grant degrees and has formal authority from its [Board of Trustees](#) representing its sponsoring organization, the Church of the Nazarene, to offer educational programs and grant degrees.

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

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

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

Habits of strength are necessary to carry out the first three habits (heart, soul, and mind) into the world around us. They are the will to act, the character to persevere, and the courage to enter into a world that needs both creative and redemptive action from NNU alumni. 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 are and will continue to be engaged in God's redemptive activity in the world.

Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Specific objectives for each of the core themes are described in detail in the following section of this report. Throughout this accreditation cycle, the University has identified and developed key indicators to assess each of these objectives. Acceptable thresholds for mission fulfillment have been identified and are explained for each indicator in the objectives tables. NNU seeks to establish a culture where continuous improvement is normative. Therefore, we intend to review the levels of acceptable mission fulfillment regularly and revise them when appropriate.



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. It made sense that these four institutional values would be identified as the core themes to be used for writing our self-study report.

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

Core Theme One: Transformation

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

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

It is incumbent upon all universities to foster an environment where academic transformation (learning) can take place, but NNU seeks more. In addition to academic transformation, we aim to transform students' beliefs and values from varying degrees of narcissism to a willingness to engage in conversation with others and value people who hold other points of view, even those with whom the student may disagree. As a Christian institution, we seek to hold up the person of Jesus Christ as the ultimate expression of the transformed life. We pursue His life of love and His teachings as the ultimate source of transformative energy. Though we do not require our students to be Christians, we do require them to understand Christianity and then choose whether to adopt a life of Christian faith for themselves.

NNU is committed to fostering Christian spiritual maturity. We believe this is essential in the education of the whole person. By having students encounter the rich Christian intellectual traditions through the teachings and writings of Jesus, Paul, Augustine, Aquinas, Luther, Wesley, and others, we hope to foster

a sense of purpose and life's calling. At NNU, we consider the transition toward mature and independent thinking fostered in a liberal arts education to be an important part of the Christian formation in the Wesleyan tradition.

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

Rationale

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

Indicator two provides information about the growth of undergraduate students' higher-level thinking, generally and specifically, in their major fields of study and in preparation for further education or the workforce. In Capstone courses, students are asked to reflect on their time at NNU and their personal acquisition of the institutional core values, including transformation, in the context of their major. The development of a common rubric for the assessment of Capstone papers is on the agenda for the CAS GEC during the 2016-17 academic year. Following a common rubric that can be used by all departments to assess the quality of senior students' ability to write to the core values of the University will allow data to be gathered from all graduating students across all fields of study.

Students complete end-of-course evaluations for all courses offered by the University. For indicator three, several questions in the end-of-course evaluations provide data used to measure the effectiveness of faculty in meeting this objective. These questions on the end-of-course survey include, "The professor displayed actions and attitudes in the classroom that were Christ-like," "The professor tied course content to Christian faith, theology, or behavior," and "The professor structured the course in a way that encouraged students to emulate Christ-like behavior."

Indicator four is assessed using student feedback from courses and anecdotal comments included in end-of-course student evaluations when students reflect on how the course and their time at NNU has impacted their faith journey and growth. In graduate classes in particular, comments are often posted in the weekly discussion boards in the course; frequently these comments relate to faculty praying with students and how that has blessed them or how their time at NNU has helped them re-examine their relationship with God. Open-ended questions at the end of the end-of-course survey also provide opportunities for students to add comments about how the course and/or instructor influenced their own beliefs and practices.

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

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

Rationale

Indicators one and two are assessed using data currently being collected by the Study Abroad program director, program director for NNU on a Mission, and the Director of the Cross-cultural Program. NNU continues to place an emphasis on helping undergraduate students develop the sensitivity and skills necessary to function effectively in an increasingly culturally complex world by requiring them to engage in a variety of cross-cultural experiences. Students fulfill this graduation requirement by completing a combination of level 1, 2, 3, or 4 experiences. Level 4 experiences are the most immersive of the options and provide the greatest opportunity for students to gain sensitivity and develop their understanding of other cultures, as well as deepen their personal understanding of themselves as they interact with people from other cultures. Level 2 and level 3 experiences are less immersive, but no less intentional, and seek to fulfill the same overall objectives as level 4 experiences. Indicator 1 is meaningful because it identifies the number of students annually who choose to participate in a level 4 activity (including study abroad programs) to fulfill their cross-cultural requirement. Ideally, we would like for all students to participate in a level 4 experience; however, we understand that this is unlikely to occur. The current acceptable

threshold for participation in level 4 experiences is low (10%); however, the desire is to increase this number to 50% as more programs become available to students.

Indicator two is directly associated with indicator one, but includes all levels of cross-cultural experiences. As a part of the cross-cultural experience requirement for the [GE program](#), all undergraduate students are required to write a paper reflecting on each of their cross-cultural experiences. These papers are scored by a rubric that measures students' intercultural competence.

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

While opportunities to fulfill the cross-cultural requirement for the [GE program](#) are embedded in a number of courses in the traditional undergraduate programs, in order to assess whether our graduate students meet this objective, indicator four identifies program-specific graduate courses that provide opportunities for students to increase their understanding of and respect for diverse perspectives and individuals from differing backgrounds, abilities, and cultures.

As stated in indicators one and two, NNU encourages students to develop sensitivity and skills necessary to function effectively in an increasingly culturally-complex world by requiring them to engage in a variety of cross-cultural experiences. This holds true for NNU employees at all levels as well. Indicator five is assessed using employee attendance at and participation in chapels, activities, and events intentionally designed to provide opportunities for employees to be exposed to cultural diversity and sensitivity issues. While we would like all employees to participate in at least one of these experiences each year, the current acceptable threshold is 80%.

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

Rationale

Indicator one relies on data from the CAAP exam, a nationally-normed assessment that measures student understanding of knowledge from across the liberal arts disciplines. Use of the CAAP exam allows us to compare the performance of our students with other institutions across the nation. Successfully meeting this objective is reflected by students scoring at or above the national averages of the exam.

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

Indicator three uses department and program assessment plans to help measure the institution's effectiveness in providing students with a broad base of knowledge across general and specialized academic disciplines based on identified outcomes and assessments. These assessment plans provide opportunities for departments to make data-driven program improvements as they "close the loop" in the assessment process.

For indicator four, six questions in the end-of-course evaluations provide data used to measure the effectiveness of faculty in meeting this objective. These questions on the end-of-course survey include

- The professor offered feedback regarding the reasons for their criticisms of the students' academic performance
- The professor occasionally integrated ideas and concepts from other academic disciplines
- The professor related course material to real life situations
- The professor encouraged students to increased intellectual effort
- The professor encouraged students to ask and answer their own questions
- The professor incorporated assignments that engaged students in hands on projects such as research, case studies, or real life activities

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

Rationale

Indicator one utilizes research/writing assignments required in GE courses throughout the [GE program](#) in which students demonstrate their ability to use academic resources and determine the reliability and truthfulness of information. In ENGL1030 University Writing and Research, faculty members require students to participate in sessions on how to effectively use library resources. The effective use of library resources is further reinforced in the ENGL3015 Topics in Writing courses and English courses with a “W” suffix that meet the GE requirement. Capstone papers and senior projects, the culminating experience for students in all departments, also provide opportunities for students to demonstrate their ability to identify, locate, analyze, evaluate, use, and share information effectively and responsibly.

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

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

Core Theme Three: Community

NNU is a community of faith and learning whose members teach, challenge, and encourage each other to grow intellectually and spiritually. At the traditional undergraduate level, we believe that education flourishes in community through co-curricular learning and living experiences that enrich and reinforce academic learning. At the graduate level and in our non-traditional undergraduate programs, we believe community is created and nourished through intentional interactions via a variety of media and in purposeful investment in building relationships. The process of transformation, the exploration of truth and the expression of service should not occur in a vacuum. Community forms, reinforces, corrects, and propels our academic endeavors and therefore manifests an essential element of the Mission Statement.

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

| Objective One: NNU campus community members will live balanced lives of personal integrity, stewardship, and accountability. | | |
|---|---|---|
| | Indicator | Acceptable Threshold |
| 1 | Institutional Ethos Survey | 75% of faculty and staff agree or strongly agree with identified question |
| 2 | Institutional Assessment by Venture International | Mean score for faculty and staff of 3 or better (5 point Likert Scale) |
| 3 | NSSE | Undergraduate students score at or above the national and peer institution averages |
| 4 | Chapel/Convocation Attendance | 95% of undergraduate students meet “90% or better” chapel attendance requirement |

Rationale

Indicator one uses data from the [Institutional Ethos Survey](#), an instrument designed to measure the degree to which NNU has established a positive institutional atmosphere with a supportive working, learning, and living environment for its employees. As an example, the question, “My workload is reasonable and allows me to be balanced” provides insight on how successfully NNU meets this objective.

Indicator two uses [institutional assessment data](#) gathered by Venture International (VI) to help explore the extent to which interactions on campus are civil and respectful. One of the survey questions in particular, “There is a clear and consistent set of values that govern the way I interact with my peers” provides useful data to help assess whether we are meeting this objective.

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

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

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

Rationale

Indicator one utilizes seven specific questions from the [Institutional Ethos Survey](#) that focus on the areas of trust and decision-making to measure how employees perceive they are valued and involved in the life of the institution. These questions ask employees to rate the degrees to which university decisions are based on mutual trust and respect; interactions between and among groups are collaborative and productive; employees understand their role in the "body" and work for the benefit of others; and an ethos of teamwork dominates the University.

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

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

For indicator four, five questions from the end-of-course evaluations completed by students provide data used to measure the effectiveness of faculty in building community in the classroom. These questions include: "The professor asked students to help each other understand ideas or concepts through peer-to-peer teaching," "The study or discussion groups formed by the professor facilitated my learning," "The professor encouraged student-faculty interaction outside of class," "The professor displayed personal interest in the students and their learning," and "The professor asked students to share their ideas and experiences with others whose background and/or viewpoint was different from their own." From these questions, conclusions can be made about how students feel valued in their classes.

Core Theme Four: Service

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

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

NNU nurtures students to creatively apply their knowledge and skills to the problems they encounter. The University wants students to understand and experience the world, then see themselves as God's creative agents, using their NNU education to bring hope and healing, peace and justice to the communities in which they live.

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

Rationale

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

Indicator two is assessable by collecting data from departments about the use of internships and practicums for their programs. These experiences provide opportunities for students to learn how to creatively engage with the world, as well as prepare them for service.

Indicator three is assessable by collecting data on the number and nature of professional development workshops that employees participate in each year. The institution provides a variety of professional development opportunities that help employees prepare for and practice their vocations. Tracking participation in professional development activities allows the institution to measure campus community member engagement.

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

Rationale

Indicator one is assessable by collecting data from departments related to the number of students who participate in internships, practicums, and field experiences within their programs. These experiences provide opportunities for students to engage in servant leadership as creative and redemptive agents in the world. Through these experiences, the impact on the surrounding community and the individual lives within the community is profound.

Faculty applications for rank and tenure include assessment of community service. Indicator two relies on this data to measure faculty engagement in servant leadership through active involvement in campus, church, and civic groups, as well as regional, national, and global service initiatives.

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



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 [Board of 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 Mr. Joel Pearsall, University President, who is elected 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 [councils, committees, and commissions](#) in their areas. Under the purview of the VPAA, three deans provide leadership for the College of Arts and Sciences, the College of Adult and Graduate Studies, and the Academic Services unit.

Note: In the presidential transition, temporary arrangements and reporting lines have been established for only five vice presidential sectors. A committee has been appointed to examine and recommend a new structure or confirm the current structure. This committee's work is complete and President Pearsall is now working with the Cabinet and [Board of Trustees' Executive Committee](#) to review the recommendations.

Faculty (10)

NNU employs [107 teaching faculty](#) (106 full-time and 1 part-time), which is sufficient to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its associate's, 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 pursuant to a rank and tenure system established by the faculty and contained in the [Faculty Policy Manual](#).

Educational Program (11)

The University offers programs leading to 14 degrees (AA, BA, BS, BSN, MA, MDiv, MBA, MEd, MS, MSN, MSW, EdS, EdD, and PhD). Undergraduate degrees include 41 majors covering more than 60 areas of study. Graduate degrees include 23 areas of emphasis in six departments: business, counseling, education, nursing, social work, and theology. NNU also offers concurrent credit for high school students and a variety of continuing education credits. 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. Each program has clearly identified student learning outcomes that are assessed regularly, and many of the programs hold professional accreditation.

General Education and Related Instruction (12)

Undergraduate students graduating from NNU are required to complete a [GE program](#) consisting of 52 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, EdS, PhD).

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 117,000 print monograph holdings, 13,000 print serial back files, over 141,000 e-books, and extensive access to 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 [34 buildings](#) on its main campus totaling over 675,000 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 associate, bachelors, and graduate degree 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.

In spring 2016, [Board of Trustees](#) created the [Shared Governance Task Force](#) comprised of trustees and faculty to review the University's current statements and practices regarding Academic Freedom and to recommend, if necessary, revisions. The work of that task force is being conducted currently, with a preliminary report requested in October 2016.

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 [CAS Catalog](#) and [CAGS Catalog](#), 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 [CAS Catalog](#) and [CAGS Catalog](#) are made available online at catalog.nnu.edu, 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.

Note: In fall 2015, the University experienced the first decline in net tuition revenue for over a decade as the number of enrolled students declined along with a greater-than-intended increase in the discount rate in the traditional program. Shortly after the decline in net tuition revenue of approximately 5% became evident, the University convened a special monthly meeting of all campus budget owners to communicate this challenge and collect ideas to rebalance the budget. At the end of the 2015-16 school year, the University put in place [\\$2.4 million in budget reductions and changes](#) to rebalance the 2016-17 budget.

Financial Accountability (19)

The institution's financial records are externally audited annually by Clifton Larson Allen, an independent certified public accounting 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 VPFA and the Controller, generate 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 seven 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. 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 within 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 [NNU Articles of Incorporation](#), [NNU Bylaws](#), [Board of Trustees Policy Manual](#), [Faculty Policy Manual](#), and [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 administration. The trustees designate the faculty chair, vice chairs, and three 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, Inc. 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, 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 and administrative [councils, committees, and commissions](#).

Students also are appointed to faculty and [administrative councils, committees, and commissions](#) by the SGA President, the University President, or his designee. Students serve on the Athletic Council, GE 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 pertaining 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, 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 Safety and Security, the Athletic Director, the Director of Human Resources, or the VPED. The University legal 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 Church of the Nazarene, Inc., NNU is in harmony with the [Church of the Nazarene Manual](#) 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.” ([Church of the Nazarene Manual \(2013\)](#), pp. 180-181). General Assembly authorization, upon recommendation of the International Board of Education, is required to establish degree-granting institutions.

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

By provisions of the [NNU 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.

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. Neither the University President nor the [Board of Trustees](#) participates in the election of trustees. In October 2016, a Board task force will be reporting and making recommendations with regard to a slight modification to the manner in which the Board is elected; if accepted by the Board, the recommendations would then have to be ratified by two-thirds of the District Assemblies of the Church of the Nazarene in the Northwest Region USA.

The [Board of Trustees’](#) role and responsibilities are spelled out in three documents: the [NNU Articles of Incorporation](#), the [NNU Bylaws](#) of the University, and the [Board of Trustees Policy Manual](#). The decisions of the [Board of Trustees](#) are final and not subject to review by University personnel, the constituency, or another policy body.

The Board meets in regular session twice each academic year—in the fall and spring. The [NNU Bylaws](#) allow for the call of special meetings with appropriate notice and stated purpose.

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 composed of the Board Chair, Vice Chair, Secretary, and five additional trustees elected by the full board at the fall meeting, plus the University President (who is a non-voting member). 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.

Pursuant to the [NNU Bylaws](#), the [Executive Committee](#) has authority to act on behalf of the Board between regular meetings of the Board, except for the following matters (unless expressly delegated by the Board): presidential selection and termination; changes in institutional mission and purposes; changes to the [NNU Articles of Incorporation](#) and/or [NNU 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 [Board of Trustees Policy Manual](#). The [Board of 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 summer 2009, the Chair of the [Board of Trustees](#) and the then-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 [Board of 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). Out of these two seasons of review the Chair of the [Board of Trustees](#) appointed a Board Policy Task Force to take the existing [Board of 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 Staff Policy Council](#) for their awareness and input. The draft of the proposed [Board of Trustees Policy Manual](#) was reviewed in a plenary session of the [Board of Trustees](#) in its triennial retreat in August 2012, with final revisions and edits suggested there. The revised [Board of Trustees Policy Manual](#) was adopted at the November 2012 meeting of the [Board of Trustees](#). Under the leadership of the [Shared Governance Task Force](#) and in coordination with the Board Development Committee, updates to the [Board of Trustees Policy Manual](#) are being discussed and will be presented for consideration by the [Board of Trustees](#) at its fall 2016 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 [NNU Bylaws](#). The parameters of presidential authority are clearly articulated in section 4.0 of the [Board of Trustees 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. The [Executive Committee](#), serving as the Personnel Committee, conducts presidential assessment annually. The President submits to the Board Chair a document stating goals, expectations, and metrics. The [Executive Committee](#) reviews it with the President and a report is given to the Board. At the end of each school year, the President writes a self-evaluation of performance against the agreed upon document, which then serves as the basis for an annual review. A comprehensive review is done during the fall in the final year of a presidential contract. This review engages wide groups of constituents and while the [Executive Committee](#) oversees the process a full report is given to the Board.

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 (2007, 2010, 2013) by an outside entity. A [Board assessment](#) was completed by Venture International (VI) in fall 2015 in response to the events that occurred in spring 2015. As a result, there is no plan to conduct an analysis of board

performance in fall 2016. It is anticipated that the next board analysis will be conducted sometime in 2017, which will allow us time to evaluate the impact of our responses that were initiated during the 2015-16 academic year. Additionally, the Board Development Committee utilizes 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 has historically consisted of the President of the University and six vice presidents, all of whom serve in full-time positions. All of the vice presidents report to the President and have well-defined responsibilities and duties.

As described in detail in the Preface, in spring and summer 2015, the University underwent an unexpected and rapid transition in presidential leadership. Following this transition and prior to the election of President Pearsall, two vice president positions were vacated. Despite this abnormal period of transition, the University continues to be resourced by quality administrators at the President's Cabinet level and at other levels of management throughout the University, and all of these leaders continue to provide effective leadership, planning, and management in their areas of responsibility.

In light of the unique circumstance in which the University has found itself, President Pearsall has taken the opportunity to lead a re-evaluation of the executive-level administrative structure of the University. As of the date of this report, President Pearsall has consulted with three groups ([a task force of faculty and staff](#), the [Board of Trustees' Executive Committee](#), and the current members of the President's Cabinet) regarding various administrative structures. At the time of the writing of this report, this consultation is ongoing. In early fall 2016, President Pearsall will determine what executive administration structure is most efficient and best suited for NNU at this point in time, have one final consultation with the [Board's Executive Committee](#), and then announce to the campus and other interested stakeholders the form of executive administrative structure that the University will use for the foreseeable future. To the extent that the future executive administrative structure is different from the structure employed in the past, the transition to the new structure will occur during the 2016-17 academic year.

Regardless of the executive administrative structure employed, the President will continue to consult with members of the President's Cabinet on all relevant institutional issues. The President's Cabinet meets for a half day twice a month throughout the year to ensure that the institution's mission, vision, and strategic priorities and goals are being effectively implemented throughout the activities of the University. Individual Cabinet members have the opportunity to place items on the Cabinet agenda for consideration and discussion. Each Cabinet member is responsible for presenting relevant material and leading discussion of matters germane to her/his area of responsibility. The Cabinet is ultimately advisory to the President, but typically acts by consensus; should a decision need to be made without clear consensus, either the decision is postponed to allow for further consideration and discussion or, as necessary, the President makes the decision. In all decision-making, the President and Cabinet seek to gather and rely on relevant data, when available, to provide the foundation for good decision-making.

The University has recently formed the University Administrative Team (UAT) to assist with analysis, communication, and decision-making. The UAT is composed of the members of the President's Cabinet, the Dean of the College of Adult and Graduate Studies, the Dean of the College of Arts and Sciences, the Dean of Academic Services, the Director of Admissions, the Athletic Director, General Counsel, and the President's Administrative Assistant. The UAT meets for 2½ hours on the fourth Monday of each month.

During the 2015-16 academic year, the University began conducting regular meetings of all University budget managers. This group of approximately 60 individuals (both faculty and staff) continue to meet on the fourth Monday of each month with the goal of reviewing current financial information, assessing

performance with regard to [operational goals](#) as well as [strategic priorities and goals](#), and communicating relevant information.

Twice each year the President's Cabinet meets off-site to assess progress toward meeting operational goals, and strategic priorities and goals. In addition to assessment, these meetings at times result in decisions regarding mid-course corrections, overall institutional effectiveness, sector effectiveness, and fulfillment of strategic priorities.

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

NNU is led by President Joel K. Pearsall, who devotes full-time attention and responsibility to the University. President Pearsall comes to the presidency with extensive and varied experience, having previously practiced law (with an emphasis in business and tax matters for individuals, as well as for-profit and not-for-profit organizations), served on the NNU Alumni Board and [Board of Trustees](#), served as the administrator of a large Nazarene church, and service to NNU as VPFA (9½ years), General Counsel (8 years during his service as VPFA), and VPUA (7 years). As a result, President Pearsall has significant knowledge of higher education, understanding of legal and managerial issues, involvement in strategic planning both at NNU and in his legal practice, experience in financial matters, and experience in donor relations.

President Pearsall also has deep connections with the Church of the Nazarene, having served on the Intermountain District Church of the Nazarene's District Advisory Board for many years, and his current service on the General Board for the Church of the Nazarene, where he also chairs the Global Administration and Finance Committee and serves on the Executive Committee. This involvement in denominational leadership benefits the University and provides President Pearsall with intimate insight into the direction and future of the University's sponsoring denomination.

The President of the University is accountable to and reports to the [Board of Trustees](#). The President is an ex-officio member of the University's [Board of Trustees](#) with voting privileges, but does not serve as its Chair; the President is also an *ex-officio* member of the [Board's Executive Committee](#), without voting privileges. The duties and responsibilities of the position of president are described in Article VII of the [NNU Bylaws](#).

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

Vice presidents have historically supervised six major sectors on campus: Academic Affairs, Enrollment and Marketing, Financial and Operations, Spiritual and Leadership Development, Student Development, and University Advancement. This historical administrative structure is presently under review.

NNU only employs administrators who have educational preparation, experience, and degrees pertinent to their areas of leadership and responsibilities. These administrators manage all processes and activity in the operation of their units, including planning, budgeting, staffing, and resource allocation.

Administrators are evaluated on a regular and ongoing basis to determine that they are fulfilling the expectations for members of the President's Cabinet.

The vice presidents work collaboratively across institutional sectors, and chair or oversee key institutional committees. The vice presidents are engaged in the planning and assessment of all University operations. Each vice president is assigned oversight of [operational goals](#) that emerge from the University's [strategic priorities and goals](#).

Academic administrative leaders consist of the Vice President for Academic Affairs (VPAA), two college deans (the College of Arts and Sciences and the College of Adult and Graduate Studies), and a dean for Academic Services, which includes the library, the registrar, and the center for academic success and

advising. These administrators work collaboratively as the Office of Academic Affairs. They meet weekly for planning, coordination, and assessment. The VPAA is the link from the University's academic leaders to the President's Cabinet. Further, deans participate monthly with the University Administrative Team (which includes the President's Cabinet) for university-wide strategic planning, coordination, and resource allocation. Because of the need for an external identity and presence, the School of Theology and Christian Ministries has retained its "school" nomenclature through the transition to the two college structure. The dean of the School of Theology and Christian Ministries reports directly to the VPAA and participates with the administrators in the Office of Academic Affairs in a weekly meeting for information and coordination. Academic department chairs and program directors oversee the planning, development, management, revision, and assessment of their respective educational programs. They supervise faculty hiring, development, assessment, course loads, scheduling and allocation of resources. Department chairs and program directors report directly to the dean of the corresponding college in which their programs exist.

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 [council and 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](#). 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. Substantive revisions to existing policies in the [Faculty Policy Manual](#) must be reviewed and approved by the faculty as a whole and the President before being presented for review to the [Board of Trustees](#). However, changes to the faculty constitution require [Board of Trustees](#) approval.

Academic regulations and policies relevant to students are published in the [College of Arts and Sciences \(CAS\) Catalog](#) and [College of Adult and Graduate Studies \(CAGS\) Catalog](#), which are updated annually and are available online and in print version upon request. Specific academic policies are communicated to students through course syllabi and a [University Syllabus Addendum](#). 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, faculty meetings, department meetings, and Canvas, the campus LMS.

Library Policies and Procedures (2.A.13)

Library policies are developed, reviewed, and updated by the staff as needed, and when appropriate, approved by other [campus councils or committees](#). Library policies are readily available on the [Library Policy website](#) and are selectively printed in brochures and handouts for patrons. They are referenced during library orientation and instruction sessions with students and faculty.

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. For undergraduate programs in either CAS or CAGS, 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 for undergraduate programs in CAS and CAGS is published in their respective catalogs: [CAS Catalog](#) and [CAGS Catalog](#). For CAGS, the Transfer of Credit Policy for graduate programs differs for each program and is explained by program in the [CAGS 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 [CAS Catalog](#) and [CAGS Catalog](#). In addition, the [Student Handbook](#) contains policies and information on Christian life perspective and lifestyle covenant, community living/residence hall policies, chapel/convocation policies, Title IX policy, and drug-free schools and workplace. The [Student Handbook](#), [CAS Catalog](#), and [CAGS Catalog](#) are available on the [University website](#). The catalogs are also available in print form upon request.

Traditional undergraduate students are made aware of policies and procedures during the recruitment process, 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. Expectation for student performance and participation in programs is outlined in graduate programs in the [CAGS Catalog](#) and for some programs in program manuals and field guides. 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 [Center for Academic Success and Advising \(CASA\) website](#). Students are made aware of disability support services through information published in the University catalogs and a statement required to be included in each course syllabus (usually through reference to the [University Syllabus Addendum](#)). In addition, admissions counselors are trained to forward information or guide students who may need special accommodations to make contact with CASA. Specific policies and procedures are explained on the [CASA 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 [CAS Catalog](#), and are also published on the [University website](#) and in other appropriate publications. Undergraduate students seeking admission in the programs administered by the College of Adult and Graduate Studies also have clearly stated admission and application procedures outlined in the [CAGS Catalog](#). Undergraduate students in CAS or CAGS 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.

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, COMPASS, or ACCUPLACER 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 made by individual programs, which typically have individualized admission requirements for their programs aligned with the expectations of their outside accreditation body. 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 graduate admissions team.

Academic probation and disqualification policies concerning both undergraduate and graduate students, as well as the appeals process and readmission policies are published in the [CAS Catalog](#) and [CAGS Catalog](#). 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 materials for 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 for traditional undergraduate students. 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 [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 2014; however, amendments regarding tenure were adopted by the faculty in spring 2016. The [Staff Policy Manual](#) was fully updated and revised in August 2014. Policies contained therein are reviewed regularly through the appropriate [councils and committees](#) to maintain consistency, fairness, and equitable treatment of employees and student employees.

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 contracts for administrators, faculty, and coaches, and in salary letters for other University staff. Criteria and procedures for evaluation, retention, promotion, and termination vary depending on an employee's designation, and are published in the [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 staff 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. This policy is currently under review and revision.

Integrity of Communications (2.A.21)

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public, and demonstrates that its academic programs can be completed in a timely fashion. NNU regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

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 and Media 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 VP&M provides direct oversight to the Director of Marketing as the official spokesperson for the University unless some other person is expressly designated for that role. In our interim university structure, the President has appointed a qualified individual to perform this role.

NNU provides information on its programs, services, policies, and activities through a variety of publications. The [University website](#), [CAS Catalog](#), and [CAGS Catalog](#) 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](#). The Messenger, NNU's institutional publication for alumni, donors, and church constituents, serves as an important communication piece with a variety of public audiences. The Messenger is published three times a year. 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 VP&M, 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. These policies are included in the [Board of Trustees Policy Manual](#), [Faculty Policy Manual](#), [Staff Policy Manual](#), [CAS Catalog](#), and [CAGS Catalog](#).

The commitment of the University to ethical standards is found in all aspects of university life. The [NNU 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 equal employment opportunity, 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, Inc. Board of Directors](#), and University administrators including the President, vice presidents, deans, and others in various management-type positions. 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 Covenant](#) 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 6, section 12, of the [Faculty Policy Manual](#). This content was 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 with the Northwest Commission on Colleges and Universities (NWCCU) since that time and lists accreditation information on the [University website](#), [CAS Catalog](#), [CAGS Catalog](#), 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 counselor education 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 engineering program is accredited by the Accreditation Board for Engineering Technology (ABET). 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. Contractual agreements related to donors are reviewed and signed by the VPUA and/or the President. Grant agreements, depending on the entities involved, may be signed by the VPFA, VPUA, or President. Contractual agreements related to academic initiatives 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 section 6.11 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."

Following the developments of spring 2015 and subsequent executive leadership transitions, the [Board of Trustees](#) created the [Shared Governance Task Force](#) comprised of trustees and faculty to review the University's current statements and practices regarding Academic Freedom and to recommend, if necessary, revisions. The work of that task force is being conducted currently, with a preliminary report requested in October 2016.

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, particularly in the Wesleyan theological tradition. 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 areas of expertise or to divert significant time to material extraneous to the subject matter of their courses. 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. The process of investigation and appeal of alleged violations of scholarly/scientific integrity is explained in section 6.3.2 of the [Faculty Policy Manual](#).

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 and was previously included in chapter 11, section IX of the [Faculty Handbook](#).

In the process of consolidating the [Faculty Policy Manual](#) and [Faculty Handbook](#) into a single document, the statement of professional ethics concerning objectivity of instructors was inadvertently omitted. The omission has been referred to the [Faculty Policy Council](#) for consideration this coming fall.

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, and endowment spending. The [Endowment Fund Investment Policy](#) was recently amended in 2015. The [NNU Financial Policies](#) are reviewed and revised by the [Board of Trustees](#) as necessary.



Human Resources

Qualified Personnel (2.B.1)

NNU currently has a total of 302 established positions (at the time of this report 12 positions are open). [Two task forces](#) were appointed by the President's Cabinet in spring 2016 to lead a comprehensive assessment of all academic and non-academic programs, departments, and areas. The results will help the institution determine if we have an appropriate number of faculty, staff, and administrators to fulfill the University's mission. The work of these [task forces](#) is due to be completed December 2016 at which time staffing recommendations will be made to the President's Cabinet.

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 [118 faculty members](#), including [107 teaching faculty members](#), which provides an average class size of 17:1 for traditional undergraduate courses, 10:1 for adult programs, and 11:1 for graduate courses. These ratios are acceptable in relation to peer institutions, but are slightly below the targets established by the [Board of Trustees](#) (19, 12, and 12, respectively).

The Office of Human Resources (HR) monitors the hiring process and provides expertise regarding appropriate compliance for state, federal, and local laws, as well as 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. 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, college 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 the Idaho Department of Labor, the Council for Christian Colleges and Universities (CCCU), and College and University Professional Association for Human Resources (CUPA-HR). 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.

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. Deans are to be evaluated each year by the VPAA. As a part of the evaluation process, a college dean evaluative instrument will be distributed to program directors, department chairs, and selected staff members within the programs or departments. Deans evaluate program directors and department chairs annually using similar evaluative instruments distributed to faculty and staff. Data are compiled in appropriate rubrics and shared with deans, department chairs, and program directors to review the information and develop growth plans.

Staff criteria and procedures for evaluation, promotion, and termination are defined in the [Staff Policy Manual](#). New employees are evaluated at the end of their first three months in a position using the [90-Day Performance Evaluation](#). Thereafter, each employee is evaluated on an annual. Annual performance evaluations are conducted each spring for all University staff; however, such evaluations were not conducted in 2015-16 as a result of other initiatives that were being pursued. It is the intent to get back into the rhythm of conducting staff performance evaluations during the 2016-17 year. 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 for each sector 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. Chapter Five of the [Faculty Policy Manual](#) describes in detail these professional development resources for faculty. Each budget cycle, an annual allocation of Professional Development I funds is used for memberships, subscriptions, conference attendance, and professional travel. Each year, the deans receive professional development I requests from faculty members. Each college dean allocates funds based on the impact of the request to the faculty member's development. Requests can be made at any time to the college dean and allocations are made as funds are available. The [Faculty Development Committee](#) reviews requests for and recommends allocation of Professional Development II funds, which are competitive small grant opportunities for action research and curriculum development. These resources include the Watson Fellowship, Riley-Woodward Fellowship, Faculty Award Lecture, sabbaticals, and educational assistance programs.

The University also encourages professional development for staff. Professional staff members have the opportunity and financial support to maintain certification and/or professional licensure requirements. While most professional development activities for staff are limited primarily to on-campus opportunities, 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 operating budgets.

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 [107 teaching faculty](#), 81 (76%) hold the highest degree in their fields and an additional 10 faculty members are enrolled in doctoral or MFA programs. Currently, 30 (28%) faculty members have Full Professor status, 35 (33%) faculty members have Associate Professor status, 38 (35%) faculty members have Assistant Professor status, and 4 (4%) faculty members have the rank of Instructor. Presently, 55 (52%) faculty members are tenured, 40 (38%) are non-tenured tenure-track, and 11 (10%) faculty members are non-tenured track. While still primarily a teaching institution, the change to rank and tenure and the addition of the doctoral program has increased the emphasis for all faculty members to develop a personal agenda for scholarship beyond the classroom. The challenge is to provide adequate time and resources for faculty to fully engage in this meaningful scholarship.

The use of adjunct faculty varies among departments, but the vetting process for hiring adjuncts parallels that for full-time faculty. All potential adjunct faculty members submit an adjunct faculty application, a statement of faith, and official transcripts. These documents are reviewed at the time of initial hiring by the department chair and college dean. The college dean forwards completed files to the VPAA with a recommendation to hire for a specific course. A background check is completed on each adjunct faculty member. Although the percentage of adjunct use varies from year to year and across individual disciplines, the University has set the benchmark of full-time faculty to adjunct faculty (including faculty in overload) at 20% at the traditional undergraduate level and 50% in the adult and graduate programs. This past year, the use of adjuncts at the traditional undergraduate level was 22% with an additional 11% of classes taught by full-time faculty in overload, while use of adjuncts for adult programs was 43.5% (with an additional 16% of classes taught by full-time faculty in overload), and graduate programs was 32% (with another 16% of classes taught by full-time faculty in overload).

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. The percentage of courses taught in faculty overload varies among disciplines. For CAS, the average percentage of courses taught in overload is 11%; for CAGS, the average is 16% as noted above.

Within their workload, faculty members are expected to accomplish teaching and advising, scholarship, service, Christian faith and integration. Section 4.25.6 of the [Faculty Policy Manual](#) defines these four 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 department chairs and deans and in consideration of the needs of the program. NNU is primarily a teaching institution; consistent with the institutional mission, the [Faculty Policy Manual](#), 4.25.6 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 and graduate faculty teach 12 workload units 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, described in the chapter 5 introduction of the [Faculty Policy Manual](#), draws heavily from the model Dr. Ernest Boyer presented in *Scholarship Reconsidered: Priorities of the Professoriate* (Carnegie Foundation, 1990). Scholarship at NNU is broader than traditional research. 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 may be given release time for this work. 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. 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.

Each faculty member is also expected to make an effective contribution to institutional and/or community service. 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 two types of [academic councils and committees](#) of the faculty: those that service the needs of the faculty as an organization and those that carry out the academic responsibilities of the faculty. Membership and the responsibilities for each of these [councils and committees](#) are described in detail in section 2.10 of the [Faculty Policy Manual](#). In addition, many faculty also serve on [administrative commissions](#) which are designed to expedite the work of a particular administrative office. Faculty are also encouraged to participate in church, professional, and/or external community service.

Faculty Evaluations (2.B.6)

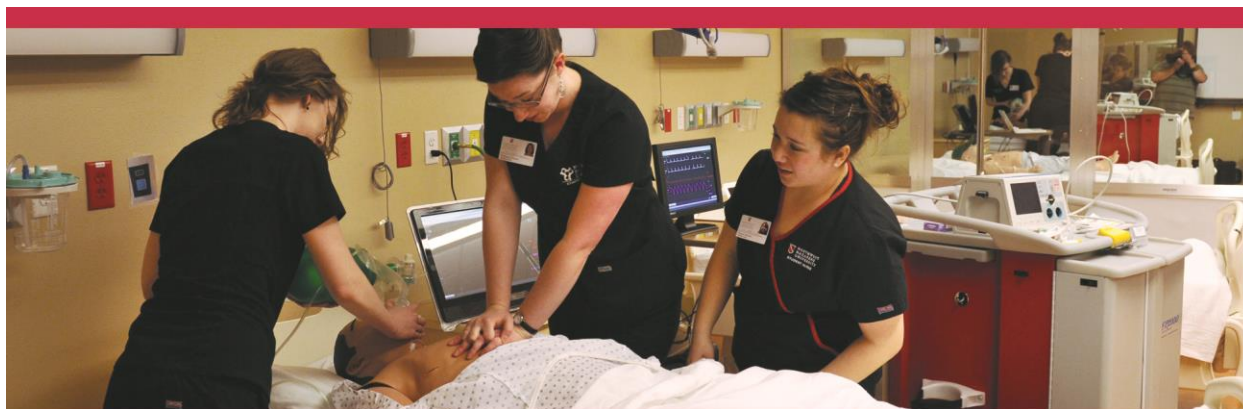
The University is committed to a comprehensive, ongoing evaluation system for faculty members. The institution provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution's policies, regulations, and procedures for faculty evaluation are described in chapter 4 of the [Faculty Policy Manual](#).

All first-year faculty members, untenured faculty members, and part-time faculty members at NNU are offered one-year contracts. Faculty members on one-year contracts are evaluated annually by their department chair or program director. These annual reviews include student evaluations of teaching, departmental contributions, scholarly productivity, and service to the University.

Tenured faculty members are formally evaluated every five years; many also complete the same annual faculty evaluation as their untenured faculty colleagues. The five-year comprehensive review includes self-evaluation, peer evaluation, evaluation by the department chair and college dean, student evaluations of teaching, and 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 [Committee on Rank and Tenure \(CRT\)](#) has developed Faculty Tenure and Promotion Rubrics for the evaluation of faculty applications for promotion and granting tenure. These rubrics are consistent with stated expectations for workload, tenure, and promotion descriptions in the [*Faculty Policy Manual*](#).



Education Resources

NNU's educational programs are 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 14 degrees (AA, BA, BS, BSN, MA, MDiv, MBA, MEd, MS, MSN, MSW, EdS, EdD, and PhD). Undergraduate degrees include 41 majors covering more than 60 areas of study. Graduate degrees include 23 areas of emphasis in six departments: business, counseling, education, nursing, social work, and theology. NNU also offers concurrent credit for high school students and a variety of continuing education credits.

NNU 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 and student learning outcomes are detailed by department in the [CAS Catalog](#) and [CAGS Catalog](#), on the departmental web pages, and in departmental 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 during the academic year. 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. All departments have identified key outcomes and assessments to measure those outcomes as indicated on the University [Assessment website](#). The degree to which departments focus on collecting and analyzing these assessment varies and is improving. Next steps include assessing the reliability and validity of the assessments. Most departments have evidence that curricular or programmatic changes are made based on evidence from the targeted assessments.

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 college curriculum committees. In addition, 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. Programs with secondary outside accreditation include business, counseling, education, engineering, music, nursing, and social work. Our religion and philosophy department is in the process of obtaining secondary professional accreditation.

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](#), [CAS Catalog](#) and [CAGS Catalog](#), course syllabi, and admission's materials. Specific goals, objectives, and student learning outcomes for each major program are stated in the [CAS Catalog](#) and [CAGS Catalog](#), as well as departmental materials and brochures. The level and degree of student learning outcomes vary by department based on independent accreditation requirements. Course level student learning outcomes are provided in the course syllabi given to students in printed form or made available electronically in Canvas courses. A comprehensive summary of assessment of department and program outcomes is available on the University [Assessment website](#).

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 associate's degrees (63 credits), bachelor's degrees (124 credits), master's degrees (at least 30 credits), EdS degree (at least 30 credits beyond master's degree), and the EdD and PhD degrees (at least 66 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 college curriculum committees and recommendations are taken to one of the [Undergraduate Academic Councils](#) or the [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 grades 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.

Adult and Professional program and graduate program semesters are 16 weeks in length, with most courses offered over eight-week sessions. A few accelerated courses are offered in a five-week session in the Adult and Professional Programs.

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 32 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 [CAS Catalog](#) and [CAGS Catalog](#), 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 [CAS or CAGS 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 [CAS Catalog](#) and [CAGS Catalog](#). 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 substantive revisions of existing programs and proposals for new programs are reviewed by department/program faculty, and recommended to the curriculum committees for the College of Arts and Science or the College of Adult and Graduate Studies for assessment and recommendation to the appropriate [academic councils](#). New proposed programs or program revisions are reviewed 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. Minor revisions in programs are reported to the NWCCU and new programs or programs with substantive revisions are submitted to the NWCCU for approval.

Faculty members have an active role in the selection of new faculty as described in section 4.11 of the [Faculty Policy Manual](#). When there is an open faculty position, the department chair or program director works closely with their college dean and the VPAA to obtain approval to post the position announcement. Application materials are collected by the HR department and placed in a shared folder on the network drive so they may be reviewed by faculty members in the department. Faculty members are primarily involved in reviewing applications and screening 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. Appropriate hiring practices are followed and an EEO form is completed by the department chair or program director and filed with the HR department.

Faculty and Library Resources (2.C.6)

Each full-time librarian serves as a liaison to academic departments or programs. Faculty members are encouraged to consult with their liaison when structuring assignments and when ordering materials for the library's print collection. New faculty members are encouraged to meet with their liaison to learn about resources and services that support their content area. 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 include these [Library Subject Guides](#) in their Canvas course content. In addition, librarians have been embedded in several online courses to help develop student understanding of library resources.

To stay informed of the work of the various departments and programs, one full-time librarian is affiliated with the College of Arts and Sciences and the other with the College of Adult and Graduate Studies. They attend the faculty meetings of their respective college. Academic Services also has representation on the various committees of each college and the University as a whole.

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

In April 2010, the [Undergraduate Academic Council](#) approved a [Credit for Prior Learning Assessment \(PLA\) policy](#). The policy was implemented in 2013. The PLA option is only offered to students in the Adult Professional Programs (APP). Students age 23 or older who desire undergraduate credit for learning obtained through experience are required to take a PLA portfolio class where they develop a portfolio that names the course(s) or course equivalent(s) for which credit is desired and which details the college-level learning that has occurred. The portfolio is then submitted to a faculty evaluator from the department in which the course credit is desired who determines if, and how much, credit will be awarded. If credit is awarded, the course title, the number of credits, a grade of CR, and a notation that this was for PLA will be added to the student's transcript. Submission of a portfolio is not a guarantee that credit will be awarded; award is based strictly on the evaluation/review by the faculty evaluator. NNU follows the 10 standards provided by the Council on Adult and Experiential Learning (CAEL).

Credits earned through [prior learning assessment](#) may be counted toward NNU degree requirements, but do not 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. For undergraduate programs, the Transfer of Credit Policy is published in the [CAS Catalog](#) and the [CAGS Catalog](#). Credits earned at non-regionally accredited colleges and universities that are accredited by an organization recognized by 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. The [Transfer of Associate of Arts Degree Policy](#) is published in the [CAS Catalog](#) and the [CAGS Catalog](#). Students with an Associate of Science degree 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.

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 college deans are consulted before a final determination is made. The president of each institution typically signs the articulation agreement.

NNU currently has signed articulation agreements with Treasure Valley Community College in Ontario, Oregon; Blue Mountain Community College in Pendleton, Oregon; the College of Southern Idaho in Twin Falls, Idaho; and with the College of Western Idaho in Nampa, Idaho. NNU has an articulation agreement with European Nazarene College (Büdingen, Germany) for a B.A. degree in Christian Ministries from our Christian Ministries online program. In addition, NNU has signed 1+3 and 2+2 articulation agreements with Northwest University in Xi'an, China for general undergraduate degrees, as well as .5+1.5 articulation agreement at the graduate level. NNU also has established 2+2 articulation agreements with Korea Nazarene University (Chonan, Republic of South Korea).

Undergraduate General Education (2.C.9)

The University offers an undergraduate curriculum designed to “instill habits of heart, soul, mind and strength to enable each student to become God’s creative and redemptive agent in the world.” This curriculum provides both depth (the student’s major field of study) and breadth (the [GE program](#)) to nurture our students’ highest intellectual, physical, and spiritual development.

The [GE program](#) is the foundation of all undergraduate education at NNU. Through the curriculum, the [GE program](#) purposely expresses the mission of the University as a Christian liberal arts institution in the Wesleyan tradition. The objective of the [GE Program](#) is to provide a common experience for the personal and intellectual growth of each student. Students are brought into contact with great leaders and thinkers, ideas, movements, diverse culture, and the Christian faith. The curriculum is intellectually challenging and designed to set the tone for all courses at the University.

The current [GE Program](#), which is explained in the Undergraduate Degree Requirements section of the [CAS Catalog](#) and the Undergraduate Degree Requirements section under the APP-Ed programs in the [CAGS Catalog](#), was instituted in fall 2012 after a complete review and revision by the undergraduate [GE Council \(GEC\)](#). The [GE program](#) currently consists of 52 credits taken during the course of the students’ degree programs. The courses are broadly grouped into four distinct, but interrelated areas of study: Christian Formation, Humanities, Sciences, and Intellectual and Practical Skills. In addition to these four areas, a cross-cultural requirement is included in the [GE program](#) for every student.

Significant in the review process was the development of 15 specific GE outcomes, the structuring of the Honors College [GE program](#), and clarification of the GE Transfer Policy. In addition to these major revisions, significant work has been done at the course level as well. Specifically, a revision by the English department that brought about a new GE writing skills component and an overhaul of the Cornerstone component.

Students enrolled in the Honors College at NNU may take a variety of co-taught interdisciplinary courses to fulfill their GE requirements. As part of the revision process of the [GE Program](#), the CAS GEC has worked with the Honors College to develop a clear structure for ensuring that the co-taught interdisciplinary courses, such as HNRS2550 (Western Intellectual Traditions 1, 3cr) or HNRS3550 (Science and Science Fiction, 3cr), meet the outcomes for the [GE program](#). Evaluation for these courses began this past year. In recent years, this interdisciplinary model of courses taught in the Honors College has been expanded to provide opportunities for traditional students to fulfill some of their GE requirements as well (i.e., COMM1211 Technical Communication for Scientists and Engineers, HIST3850 British and American Victorians, and INTD3550 Science and Science Fiction).

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. This ensures that every student enrolled at NNU is engaged in the fullest form of GE possible, while still allowing for the transfer of credits from other accredited colleges and universities.

At the course level, the English department completed an important revision of the introductory writing course in spring 2012. The revision 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.

In spring 2015, the Cornerstone course, which 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, underwent a major revision. This revision was designed to ensure proper guidance and institutional support were given to this critical introductory course so that students entering NNU began with a sense of what the [GE program](#) offered them in terms of skills as well as integration with the larger experience of transformation while at NNU.

To ensure clear and consistent communication of the [GE program](#), the CAS GEC also created a [GE Handbook](#) as a resource and reference guide to assist departments and faculty with implementation and assessment of the [GE program](#). The [GE Handbook](#) also includes the policy for handling transfer students and GE requirements. 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.

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.

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

NNU has been actively assessing its [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.

During the 2012-13 school year, the undergraduate [GE Council](#), working in cooperation with department chairs and the faculty as a whole, developed 15 specific measurable outcomes for the [new GE program](#) that are aligned with the mission of the University. These outcomes were guided by specifications from the Association of American Colleges and Universities' Liberal Education and America's Promise (LEAP) Essential Learning Outcomes. The outcomes were designed to fit within four broad areas of study within the GE curriculum: Christian Formation, Humanities, Sciences, and Intellectual and Practical Skills. In each area, the outcomes are defined in a GE Outcome Matrix that offers three different levels of

mastery: minimum, target, and exemplary. These levels of mastery provide a clear model of assessing each outcome within every course in the [GE program](#).

As explained in our response to NWCCU Recommendation Three earlier in this report, over the past several years, the CAS GEC and CAGS GEC have been implementing the [new GE program](#) and assessing the [GE outcomes](#) in GE courses throughout the University.

With the creation of the two college structure in 2013, the CAGS GEC adopted the new GE framework and began to work with the 15 measureable outcomes described and developed by the undergraduate GEC. Many of the undergraduate classes offered in CAGS are highly aligned with the CAS version of the class. In many cases, the course is taught by the same professor in both CAS and CAGS. The [CAGS Undergraduate Academic Council \(UAC\)](#) is charged with monitoring the alignment of the [GE program](#) in CAGS classes. In courses where there is a one-to-one alignment with CAS, the [GE outcomes](#) are measured with the same tools/assessments. In cases where the courses have been altered to become more meaningful for adult learners, the [GE outcomes](#) are clearly delineated in the syllabi and have an identified assessment to measure the outcome.

In CAGS, 90% of courses that meet [GE outcomes](#) are housed within NNU Online. From the beginning of this program, courses have been mapped to the GE curriculum, University values, and any outside accrediting organizations as appropriate. The assessments identified to measure the outcomes are clearly articulated in the course mapping process and before the course is designed. For those courses housed in the Adult and Professional Programs, the [GE outcomes](#) are noted on the syllabus and assessments are identified

The work of the CAS GEC has been guided by an assessment calendar that has set a framework for training and implementing the first round of attaching outcomes in specific assignments in the GE courses with accessible rubrics, collecting data and running reports following the completion of the assignments, and discussing the reports with department chairs at CAS GEC meetings. This process is facilitating both the review and implementation processes for a revised, more consistent assessment procedure in the future.

A [GE Common Assessment](#) document that includes the collection of both quantitative and qualitative data was created to assist faculty with this process. GE courses in [Biblical literature](#), [theology](#), [philosophy](#), [English](#), [communication studies](#), and [kinesiology](#) were initially identified to pilot the [GE Common Assessment instrument](#) during the fall 2015 semester. Based on feedback from these assessments, the CAS GEC made some slight modifications to the instrument and additional GE courses were assessed during the spring 2016 semester. Our assessment of GE outcome CF1 in BIBL1100 serves as a model document for the assessment of the GE outcomes. This assessment work will continue during the 2016-17 school year as the CAS GEC works with departments to assess the [GE outcomes](#) for each course offered in the [GE program](#).

Already, the assessment process has yielded positive results. The CAS GEC is working in cooperation with science faculty to begin a process of revising the Science 1 outcome, as preliminary results from training and discussions have led us to believe that either the assessment language for meeting the outcome or the outcome itself is in need of some change. Likewise, after reviewing data from the Christian Formation 1 report run for BIBL1100, the Biblical studies faculty have revised their Exegetical Assignment in order to better help students acquire the skills named in Christian Formation 1.

Assessment of the [GE outcomes](#) continues to give us useful data allowing us to close the feedback loop so we may adjust and revise the [GE program](#) and outcomes as necessary to strengthen our [GE program](#) and ensure that our students are achieving the intended outcomes.

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 10 graduate degrees with 23 areas of emphasis in 6 departments: Business, Counseling, Education, Nursing, Social Work, and Theology. NNU launched its first doctoral program (EdD) in educational leadership in August 2011, followed by the PhD in educational leadership in 2013. NNU will add an area of emphasis with the addition of the Organizational Leadership EdS program in fall 2016.

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 and Master of Divinity 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 (ATS).

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 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 values 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 department 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. Departments have an admissions committee that also serves as a department graduation 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 programs at NNU require depth of study and significant demands on student intellectual and creative capacities. Programs require a culminating experience or project that demonstrates mastery of content and application of practice. Samples include clinical practice in education, social work and counseling; research projects in education, social work, counseling, business and nursing and religion. These culminating experiences and projects demonstrate ongoing student engagement in "research, scholarship, creative expression, and appropriate high-level professional practice."

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

General policies concerning graduate admission and program regulations are outlined in the [CAGS Catalog](#). Program-specific information is published in each department section of the [CAGS Catalog](#), and is also available on the departmental web pages. The [CAGS Graduate Academic 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 [CAGS Catalog](#). While standards differ somewhat from program to program, all NNU graduate programs require official transcripts demonstrating successful completion of an undergraduate degree (or other appropriate preceding degrees such as MEd, EdS, etc.) from an accredited institution and letters of recommendation. In addition, some programs require 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 Council](#) to determine their consistency within the broader institutional context. The Faculty Constitution (section 3.1 of the [Faculty Policy Manual](#)), as well as sections 2.7.1, 2.10.2, and 2.10.6 of the [Faculty Policy Manual](#), outline the authority of the faculty to address graduation and admission requirements as well as curriculum issues. Graduation requirements and procedures are published in the [CAGS Catalog](#) for each degree.

The general policy concerning admission and transfer of credits for graduate students is outlined in 6.13.5 in the [Faculty Policy Manual](#). Some departments have more specific transfer policies that are outlined in the department sections of the [CAGS 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 [CAGS 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. Although the University has [policy related to prior learning experiences](#), this policy only applies to undergraduate degrees and is administered and reviewed by the [CAGS Undergraduate Council](#).

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 (EdD and PhD) and the submission of a manuscript to a peer reviewed journal in the PhD program. 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)

The Center for Professional Development (CPD) serves as the educational outreach sector of the University and provides oversight for continuing education and professional development for professional learners throughout Idaho and the Northwest. The CPD 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 CPD are administered in compliance with all policies and procedures of NNU and meet the [Professional Development Standards](#). In addition, all offerings or activities operate within an adopted budget under the direct supervision the VPFA, and offering substance and curricular content are evaluated and approved by the appropriate dean, department chair, or program director, as situated under the oversight 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 Idaho State Department of Education), and continuing education units (CEU) for continuing education and professional development courses and programs through the 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), Christian ministry, and Organizational Training and Development.

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

Academic courses (including curriculum, pedagogy, delivery method, scheduling, course rigor, and length) that are offered for academic credit may occasionally also be offered for non-academic credit through the CPD. Using the [Professional Development Course Form](#) as a guide, these courses are designed by the respective academic department faculty, or in collaboration with and oversight by the academic departments, to ensure that content and programming is pertinent to meeting the University's mission and goals and needs of the students. All academic courses are taught by NNU faculty and are approved by respective processes through the VPAA's office.

The CPD also contracts qualified instructors for non-academic offerings. Such an instructor is termed "CPD Adjunct." All CPD adjuncts are approved by NNU's respective college deans or chairs to confirm instructors have the skills and appropriate background necessary to teach the courses offered through the CPD. Each offering that is taught by a CPD Adjunct is reviewed and approved by the respective dean or department chair to ensure content and programming is pertinent to meeting the University's mission, goals, and needs of the students. Following the completion of each NNU course offering, 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 non-academic professional development credits 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, follows University policy, and meets the [Professional Development Standards](#). 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.

The CPD utilizes the Jenzabar Higher Reach student information system (also called PD-Learn) to track and catalog all course programming and student enrollment and account records. The PD-Learn system keeps track and generates a professional development student records, such as: PD Credit-type transcripts, CEU-type transcripts, non-credit and non-CEU offering student activities, such as workshop attendance. 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. The State of Idaho recognizes one Professional Development Credit as the completion of 15 hours of direct professional development instruction and the completion of a learning application product by the student.

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

The CPD utilizes the PD-Learn system as its student information and course catalog system for non-academic offerings. This system keeps student records (profile, course enrollments, and grades), financial transactions, transcript records and processing, course syllabi (including course requirements, goals, and outcomes), course offering records, and CPD Adjunct profiles and records. The only exception is the Nazarene Ministers Course of Study Online, in which case, all appropriate records are maintained by the School of Theology and Christian Ministries and the NNU Registrar's Office. The CPD PD-Learn course catalog is constantly maintained to reflect current and upcoming offerings that students may register in. This catalog is available to the public online at pdlearn.nnu.edu.



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 enrolled in the College of Arts and Sciences at the beginning of the fall semester. [New Student Orientation](#) includes a half day set aside to introduce students to academic resources and services 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 Leah Peterson Learning Commons opened in October 2014. This 57,000 square foot facility incorporates the old John E. Riley Library building (22,000 square feet), which was completely remodeled, with 35,000 square feet of new space. The partners in the Learning Commons are the Library, Center for Academic Success and Advising, Information Technology Services, Center for Online and Blended Learning, the Doceō Center and IT administration, network, programming and campus data center. A coffee shop operated by Sodexo is also a part of this facility. The Learning Commons was designed to provide easy access to the service areas that are important for student learning and faculty support. There are 17 group study rooms, all equipped with whiteboard walls and several with large screen monitors. Approximately half of the rooms may be [reserved online](#) while the remainder are available on a first come basis. There are also many collaborative work spaces throughout the building. The Instructional Lab is used by librarians for instructional sessions and available for other learning activities as well. Students have expressed great appreciation for this building and it is extremely well used.

Prior to relocating to the Learning Commons, the Academic Support Center and the Office of Academic Advising and Testing merged to form the Center for Academic Success and Advising (CASA). CASA is the epicenter for supporting students in pursuit of their academic goals. CASA support begins when prospective students in the College of Arts and Sciences (CAS) consider their first semester schedule at NNU. CASA works closely with the CAS Admission's Team and the Registrar's Office to create schedules for all incoming students enrolling in CAS.

From the first day of classes through commencement, CASA offers a full array of academic services including tutoring, writing consulting, academic coaching, courses for credit, disability support for academics, academic advising for select majors and “deciding” students, and test proctoring services. Academic progress is monitored each semester and the CASA faculty/staff also offers additional assistance for students on academic probation seeking to improve.

Additionally, CASA supports the educational mission of NNU by providing high quality testing services in accordance with the National College Testing Association Professional Standards and Guidelines and governmental regulations. The services provided for students, faculty, staff, community members, and business partners are consistently rendered with an attitude of service that demonstrates value for relationships, personal excellence, diversity, and commitment to lifelong learning.

Disability Support Services (DSS) for all students at the University are available through CASA. DSS exists to ensure access to the University and its programs by students with disabilities. 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.

In fall 2013, NNU was awarded a five-year Title III Strengthening Institutions grant from the U.S. Department of Education. In response to this funding, the Center for Online and Blended Learning was created which encompasses the existing E-Learning Services department and personnel hired through Title III. E-Learning and Title III operate separately but collaboratively to develop and support fully online, blended, and technology-enhanced classes at NNU. Support 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 Canvas, the University’s Learning Management System (LMS), as well as provided targeted support to faculty and departments related to the effective use of technology in higher education. These are accessible on the [NNU E-Learning Services website](#).

ITS, in coordination with E-Learning Services, provides help desk technical support for students and faculty who have questions related to e-learning issues. Students and faculty may also receive assistance 24/7 through Instructure, the creator of the Canvas LMS through a service agreement between NNU and the vendor. Title III activities include providing training and individualized support to faculty developing and piloting online undergraduate courses. Title III also offers training on technology purchased through the grant and funding for nationally-recognized experts in online education to make presentations at NNU, to which all faculty and staff are invited. These sessions are recorded for those who cannot attend in person. NNU is currently in the third year of our award and has begun institutionalizing two of Title III positions to continue these services at the conclusion of our award.

A majority of the University’s 60 classrooms are contained within eight buildings on campus. With the exception of a few special use locations, all classroom spaces are fully equipped with updated computers and audio/video technologies. Some classrooms include additional resources such as SMART Boards, document cameras, video conferencing systems, and A/V switching and control systems. Additional resources are available through the ITS office. All classroom technology is supported and maintained by ITS. When a faculty member or student needs technical support in the classroom, ITS is prepared to provide prompt and competent support during all daytime and most evening courses. ITS helps facilitate online and blended courses through the use of live video streaming services, video recording, online video hosting, and supporting the use of our LMS.

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.

Student Safety and Security (2.D.2)

The NNU Campus Safety department reports to the Vice President for Student Development (VPSD). The department's primary objective is to help ensure a safe and secure campus environment for students, employees, and visitors. Although the Campus Safety Office and the Nampa Police Department no longer share building space, the Nampa Police Department South Substation was moved to the University's Facility Building and is still housed on campus. The Campus Safety department continues to maintain 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.

The Campus Safety department currently consists of the Director of Campus Safety, Assistant Director of Campus Safety, and three full-time campus safety officers. The Campus Safety department 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, campus safety education programs assistance, daily unlock and lockup of facilities, immediate room or building access requests, and large event security. The Campus Safety department provides the main campus with services 24 hours a day, seven days a week. We've recently contracted with a corporate security company to provide campus night patrol from 11:00 pm to 7:00 am. This has allowed the University to reallocate the existing personnel during peak campus operational hours to provide enhanced services to the campus community. The Campus Safety department documents, publishes, and distributes crime statistics and campus security policies as required under 34 CFR 668.46 (implementation of the Jeanne Clery Act). The [Annual Security Report and Crime Statistics](#) are published annually and made available on the [University website](#). All campus safety officers are trained in police officer standards or have received other equivalent training.

The Campus Safety department's general public safety responsibilities are supported by the Director of Campus Safety and Assistant Director of Campus Safety, with assistance from the Campus Safety officers. In addition to regular patrol responsibilities, the Campus Safety staff provides the main campus with safety education training, performs campus safety audits, incident investigations, emergency management, and facilitates emergency drills. Campus Safety officers are also trained in FEMA's National Incident Management Systems. The Campus Safety department oversees all evacuation and emergency drills for educational facilities and residence halls. Drills are conducted annually for all educational facilities and drills are conducted in residence halls within the first 10 days of the fall and spring semesters. Campus Safety staff have trained 21 building emergency coordinators who conduct the evacuation drills and manage evacuation mustering sites. The University's [Emergency Operations Plan](#) (EOP) is evaluated annually and is made available to employees on the shared network drive. The Campus Safety staff is responsible for providing students, staff, and faculty with van and vehicle driver's education, recognizing violence, and active shoot run, hide, fight training. Information is taught in live classes, emailed media presentations, or self-paced electronic format.

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 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, and Twin Falls, Idaho.

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

The Office of Undergraduate Admissions contributes to NNU's overall mission by recruiting and admitting traditional undergraduate students. The Office of Undergraduate 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 [CAS 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, Christ-like 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 student applications by the admissions support staff, with ongoing review of student status by the admissions counselors. Traditional undergraduate 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 Commission](#) for review, or deferred/denied admittance, as explained in the [CAS Catalog](#).

To ensure that students know and understand the degree requirements related to their major, the Office of Admissions, in collaboration with the Center for Academic Success and Advising, 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.

Summer school, graduate, and non-traditional student recruitment and admission is handled by the Graduate and Adult Admissions team (GAPP). Newly formed in 2013, this team has established admission policies and a strategic plan to attract, recruit, and retain non-traditional, adult and graduate students to NNU programs. These admission policies are outlined in the [CAGS Catalog](#). Similar to the traditional undergraduate admissions team, the GAPP team sets goals, monitors progress and works with academic departments to strengthen enrollment in CAGS programs. In the past three years, there has been significant progress in streamlining CAGS admission processes.

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 that enables 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. In cases where the State of Idaho has made significant changes to programs in education, the Department of Education at NNU has collaborated with the Idaho State Department of Education to insure appropriate certification for teacher candidates.

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 website](#), as well as in the [CAS Catalog](#) and [CAGS Catalog](#), 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 at the following links in the [CAS Catalog](#) and [CAGS Catalog](#).
- Entrance requirements and procedures are posted on the [Admissions website](#) and are explained at the following links in the [CAS Catalog](#) and [CAGS Catalog](#).
- The University grading system is explained at the following links in the [CAS Catalog](#) and [CAGS Catalog](#). Any exceptions to this policy are outlined in individual course syllabi.
- Information on undergraduate academic programs is provided in the [CAS Catalog](#) by academic departments. The program descriptions include student learning outcomes, course requirements, and any additional prerequisites or requirements such as a subject exam, recital, advanced standing, etc. [Course descriptions](#) are also provided by department. Information on undergraduate Adult Professional Programs (APP) academic programs and [course descriptions](#) is provided in the [CAGS Catalog](#) by programs. Information on graduate academic programs is provided in the [CAGS Catalog](#) by programs. Graduate course descriptions are available via a link on each of the program web pages. 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 at the following links in the [CAS Catalog](#) and [CAGS Catalog](#).

- Traditional undergraduate student lifestyle expectations are explained at the following link of the [CAS 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 provided at the following link of the [CAS Catalog](#). Tuition and program costs for APP and 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 at the following links in the [CAS Catalog](#) and [CAGS Catalog](#) (APP Undergraduate Students) and [CAGS Catalog](#) (graduate students).
- Opportunities and requirements for student financial aid are explained in [Financial Aid Brochures](#) given to students, is available on the [Financial Aid website](#), and is also provided at the following links in the [CAS Catalog](#) and [CAGS Catalog](#) (APP Undergraduate Students) and [CAGS Catalog](#) (graduate students).
- The undergraduate and graduate academic calendars are published on the [University website](#) and are also provided at the following links in the [CAS Catalog](#) and [CAGS Catalog](#).

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 [CAS Catalog](#) and the APP sections of the [CAGS 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 in the [CAS 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 44 students per year receiving full acceptance into the program (based on clinical space available); 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 [CAGS 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 [CAS Catalog](#) and [CAGS Catalog](#) and are also available online. Traditional undergraduate 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.

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 [Financial Aid Brochures](#), [CAS Catalog](#), [CAGS Catalog](#), and on the [Financial Aid website](#).

In spring 2015, financial aid policies were thoroughly reviewed and have been updated to ensure consistent and equitable awarding of all University funds. Also in 2015, NNU financial aid policies and procedures were 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 all new policies and procedures 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 financial statement audit conducted by an independent audit firm includes a thorough analysis of the institution's federal financial aid awarding, and is reviewed by the [Board of Trustees](#). Audit findings are corrected and procedures to address deficiencies, such as checklists or error checking reports, have been put into place to minimize future findings.

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

All new students are provided written information regarding loan options. Undergraduate students must actively accept or reject loans in the student portal. On the NNU [Financial Aid website](#), all students are provided with the steps to apply for student loans, loan interest rates and origination fee amounts, repayment obligations they are agreeing to meet as a condition of receiving a student loan, and the effects on loans if the student withdraws from the semester. First time borrowers or students who have not completed a Master Promissory Note in the last 10 years 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 online exit counseling, students are notified of their loan obligations when they graduate or leave the University. The institution's 3-year cohort default rate is currently 3.8% for FY2012.

Academic Advising (2.D.10)

Undergraduate Programs in CAS

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. The Director of the Center for Academic Success and Advising and the Registrar provide oversight for all advising and scheduling responsibilities. NNU utilizes a "split model" for advising in which the Center for Academic Success and Advising works with specific groups of students in the College of Arts and Sciences (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 Center for Academic Success and Advising and the Registrar's Office 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 schedule](#). 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.

Undergraduate and Graduate Programs in CAGS

All students in CAGS are assigned an advisor that assists students in planning and selecting appropriate courses to insure timely graduations. In CAGS, although faculty assist with advising, the most significant role in student advising is assigned to program coordinators who shepherd students through their academic program. Faculty members focus on developing relationships with students in academic settings, while program coordinators work with students to create appropriate plans of study.

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. These co-curricular offerings are part of the educational opportunities afforded to students and are vital to the development of the whole person. 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 Community 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 with like interests to meet together on a regular basis, work on projects, and enjoy each other's company and learn the value of service to others. Each club must follow guidelines that are set up through the Office of Community 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 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.

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. In 2014, the University outsourced the acquisition of textbooks to MBS books, an online textbook retailer. The bookstore supports this outsourcing effort by coordinating the book adoption process across campus. In addition, the bookstore provides 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 ensure course materials are available for students in the online marketplace.

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 (The Bean) located in the Leah Peterson Learning Commons; 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.

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.

The mission of the NNU Wellness Center is to promote and develop health and healing emotionally and physically within a Christian context of acceptance and love. The Wellness Center strives to provide individuals with resources necessary to promote health and wellness throughout the community. Located on campus, the Wellness Center offers a walk-in clinic, health services, counseling, and community education through peer mentors and educators. The Wellness Center includes one registered nurse, who also serves as the Director of the Wellness Center and answers directly to the VPSD, and two full-time and one part-time licensed professional counselors who serve the students.

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.

Intercollegiate athletics at NNU is administered by the [Board of Trustees](#), University President, Faculty Athletics Representative, [Athletic Commission](#), Athletic Director, Assistant 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. Every five years the department submits a comprehensive [Institutional Self-study Report](#) to the NCAA. The most recent self-study was conducted in 2014. The vision of the NNU Athletic Department is set forth in the [NNU Athletics Strategic Plan](#) and the department is guided by policies outlined in the [Athletic Department Handbook](#) and [Assistant Athletic Director Resource Manual](#).

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 Canvas. 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 library strives to provide a wide range of resources to meet the academic needs of students, faculty, and staff. At the conclusion of the 2014-15 academic year, the library contained more than 117,000 print monograph volumes and 13,000 print serial back files. The library provides access to over 141,000 electronic books through the online library catalog. The print monograph collection has decreased in size since the last report. This is due to extensive “weeding” conducted prior to moving out of the old library in anticipation of the new facility in summer 2013. Because institutional funds for library resources and services have not increased, the library's spending for resources has shifted towards making electronic resources a priority over print. The variety of databases to which the library subscribes provide access to hundreds of full-text journal articles as well as bibliographic citations. The library has recently linked its resources to Google Scholar so that materials discovered via that search engine will link back to the full text if it is available in the library's collections.

In addition to the reference and main (circulating) collections, the library houses several additional collections – a special collection of works by or about John Wesley, a children's literature collection, microforms, audio-visual and other 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. Audio-visual and other media resources, formerly housed in Technology and Media Resources, have been incorporated into the library collections.

In summer 2015, the library migrated from Innovative Interfaces' Millennium integrated library system, which had been shared with College of Idaho for ten years, to OCLC's WMS. This has enabled the library to provide a discovery service through the library's home page, thus changing initial search results to include items in our licensed resources in addition to print materials. The capacity for licensing and/or purchasing of many electronic databases and e-book collections has been enhanced through consortia agreements with Westchester Academic Library Directors Organization (WALDO) as a member of Christian Library Consortium (CLC) and with the Orbis Cascade Alliance.

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. 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.

NNU has long-standing reciprocal borrowing agreements with Boise State University (BSU) and with College of Idaho (CoI) whereby students and faculty may receive a special borrower's card at the NNU, BSU, or CoI library by presenting their own institution's valid ID card. A similar agreement is in place with Boise Bible College.

The library has been open 77 hours per week during the traditional academic year and 40 hours per week during the summer. After the Learning Commons opened in October 2014, students began requesting longer hours. During spring 2016, the library added an additional 10 hours as a pilot study. Usage was documented and long-term decisions made. Hours of operation for all Learning Commons partners are maintained by the library staff and easily viewable at nnu.libcal.com/hours. Hours are also posted at the entrances to the building. Remote access to online resources is available via authentication to all faculty, staff, and students, 24 hours per day.

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. The library staff also reviews statistical data about collection size (both materials added and those withdrawn), use of the print collection (materials circulated and internal use), gate counts, research help 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 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 department or program 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 shared by classroom faculty and librarians. 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.

Teaching Library Skills (2.E.3)

The librarians are committed to providing instruction and support for library users. For two of the librarians, instruction is assigned as one of their primary responsibilities; the director currently does not participate in instruction due to other institutional responsibilities. Much of the instruction is done one-on-one as individuals come to the physical library or make use of virtual communication tools such as email and live chat. A new tool added during 2015-16 is a free web-based product, youcanbook.me, which allows librarians to indicate when they are available for consultations. The appointment synchronizes with Google calendars. Professional librarians or trained student assistants provide service at the research help desk most of the hours the library is open. Trained student assistants are often the first point of interaction and they transfer the inquiries to one of the librarians as appropriate. Librarians

set up times for appointments and consultations with faculty and students in 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 CAS [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 sessions. Librarians have been embedded in several online courses. 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.

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 evaluates the quality, adequacy, and effectiveness of resources. Faculty and student input regarding collections and services is sought and welcomed by the librarians. In addition to input from others, librarians invest much of their time in making decisions regarding quality, adequacy, and utilization of materials.

The library collections continue to evolve 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 print subscriptions, freeing funds to obtain additional electronic resources.

The librarians continue to explore new products and services and compare them with currently held resources to ensure that faculty and students have access to the best resources within budget parameters. 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. With the implementation of OCLC's WMS discovery tool more detailed usage of all online resources is now available and will provide strong data on the usage of resources. This data will help guide librarians as they make decisions to continue to subscribe to a particular resource and/or find new ways to promote a given resource.

Academic departments and programs are invited and encouraged to conduct extensive reviews to evaluate the collections and periodical titles for their discipline. Items are withdrawn and added based on faculty input and librarian collaboration so that the collection supports the curriculum for their discipline. This is

done for both undergraduate and graduate programs. An efficient procedure needs to be established to ensure that the entire collection is systematically reviewed. As a new program is launched and funds are allocated to the library budget, appropriate resources are added to meet the needs of that specific 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.

In anticipation of the expansion and renovation of the library, plans were developed for a thorough evaluation of all print monographs to ensure that the University had a solid core collection pertinent to the instructional programs and services of the institution. The goal was to complete this evaluation prior to moving into the new facility, but only a small portion was completed before the building had to be vacated for renovations. This requires coordination and leadership of the librarians and remains an ongoing activity of librarians and faculty to keep the collection relevant.

The Learning Commons is equipped with a 3M Tattle Tape TM security system with detection panels at both public entrances to the building. Licensed electronic 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, and debt management. The Financial Affairs sector, led by the VPFA, is responsible for supporting the mission of the University by providing sound financial planning that ensures adequate resources are available. This sector collaborates closely with leadership of the other sectors throughout the University through regular meetings and comprehensive financial reporting.

Financial Stability (2.F.1)

The University's cash flow is sufficient to support its programs and services and meet operational demands throughout the fiscal year. The University monitors revenue, expense, capital expenditures and cash reserves on a monthly basis to ensure adequate funds are available. These reports are made available to most of the campus community and reviewed regularly by the Controller, the VPFA, and the President's Cabinet. Members of the Finance Committee of the [Board of Trustees](#) and the [Executive Committee](#) of the Board also review these critical reports periodically throughout the year.

In December 2013, the University refinanced its long term debt at an attractive rate of 2.15%. The University has taken a conservative approach to the use of debt. Our current debt service obligation (interest and principal payments) is only 3% of revenue per year.

Financial planning and budgeting is a very important exercise in ensuring the financial health of the University. Throughout the year, long range financial forecasts and plans are revised in an effort to translate current conditions into "what if" scenarios of the future. The University is in the process of launching a two year rolling budget process to improve forecast accuracy and communication of resources to the campus community.

Additionally, in July 2015, the President's Cabinet initiated a series of meetings with approximately 60 budget managers and key decision-makers across the campus. The focus of the meetings was to educate the campus on matters pertaining to the budget, and collaborate with them regarding crucial decisions that needed to be made to create a more sustainable financial future for NNU. In July and August 2015, these key leaders identified [an initial list of cost reductions and potential savings](#) totaling \$1M and immediately implemented \$525K of these through a series of actions. Beginning in September 2015, monthly meetings were scheduled to review financial results and continue to collaborate in finding solutions to navigate through the financial challenges the University was experiencing. In January 2016, this group began focusing on identifying ways to close the \$2.4M gap in the upcoming budget 2016-17. In April 2016, [an additional list of cost reductions and potential savings](#) was finalized and approved by this group.

For the last three years, the campus financial reports have been published monthly with a great deal of transparency. The reports are organized by department and variances are shown in revenue and expense, and also compared to the budget and prior year's revenue and expenses. The reports use red, yellow, and green lights to call attention to variances. While the reports have always contained results for the entire campus, this was somewhat overlooked by individual departments that tended to focus on their departmental results. The monthly meetings have given a renewed focus on the financial results for the entire campus and the need for the entire campus community to work together to ensure a sustainable future.

The University is working to incorporate a balanced scorecard system to assist in the execution of the [strategic plan](#). The [balanced scorecard](#) takes measures from four key perspectives as a way of aligning our mission, vision, values and strategy with the work accomplished on a daily basis. The four perspectives are financial, customer/stakeholder, internal process efficiency, and organizational capacity. Each measure on the [balanced scorecard](#) includes historic performance and a current year target or goal to achieve. Accountability is accomplished by assigning ownership to the [balanced scorecard](#) measures.

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 2/3rd's 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 (approximately 5% of the annual budget) and are budgeted 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.

Annual budgeting is a very collaborative process designed to garner ownership and support with campus leaders directly responsible for oversight of individual departmental budgets (referred to as "budget owners"). These budget owners work with their deans and vice presidents to allocate sector resources in an effort to accomplish the goals of the University.

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.

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

Financial planning and budget development follows an annual cycle. Throughout the year, the President's Cabinet tracks critical staffing, general expense and capital spending needs. Along with these potential additions, they also track opportunities to streamline and reduce expense by improving processes, combining resources, and eliminating waste. The President's Cabinet prepares a recommendation for tuition, fees, and room and board costs per student to be presented at the fall Board

of Trustees meeting. At their fall meeting, the trustees approve a range in the tuition and fee rates for the following year's budget, giving Administration the flexibility to set the specific rate.

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. In late February, the Cabinet endorses a final budget that is presented to the Financial Affairs Committee of the [Board of Trustees](#) at the spring trustees meeting. The Financial Affairs 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 Board is preserved so that number is not altered. Within the next year, the University will be launching a two year rolling budget that will improve communication and collaboration of the budgeting and resource allocation process across campus.

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/JX 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 VPFA office generates and distributes monthly financial reports to administrators and budget owners. Quarterly reports are submitted to the Chair of the Board Financial Affairs Committee. 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 Board's Audit Committee before making a recommendation to the Financial Affairs 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)

The University maintains a multi-year capital project list. Throughout the year, the list is re-prioritized as projects are completed or new projects are added. The capital project list includes projects in three categories, departmental specific needs, deferred maintenance needs, and large construction needs. In 2014 a comprehensive facility condition assessment study was completed, and this study serves as our guide for addressing deferred maintenance needs.

In fall 2008, NNU began a year-long process of study and analysis that resulted in the Board of Trustee's adoption of the NNU [Campus Master Plan](#). The master plan provides a road map for development of the campus. Capital facility planning and the budgets related thereto are reflective of the [Campus Master Plan](#), with consideration also give to these initiatives fulfill 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). Included in the funds raised is a 10% endowment for future capital needs. This conservative approach has served the campus well over the years.

The Financial Affairs and Audit Committees of the [Board of Trustees](#) review debt ratios and bond-related covenants semi-annually, and they are also a part of the annual independent audit review. Per University policy, incurrence of debt requires the approval of the [Board of Trustees](#). As was mentioned earlier, NNU

has a low amount of debt, as demonstrated by a debt service ratio of 3% (total annual interest and principal debt payments are only 3% of revenue). 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, residential life, and property rentals, exist to support the students and the mission of the University.

External Financial Audit (2.F.7)

The institution's financial records are externally audited annually by Clifton Larson Allen, an independent certified public accounting firm that has conducted the University's audit since 2014. 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 Controller 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 Controller 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 the [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 [34 buildings](#), as well as a baseball field, softball field, soccer field, intramural fields, tennis courts, and a track and 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 [34 buildings](#), 26 are non-residential housing structures. These 26 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 and welcome center. 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, and seniors. 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. The Boise Center location includes four fully-equipped classrooms, a conference room, administrative offices, and a student break room. NNU also delivers graduate degree courses in leased space in Idaho Falls, Idaho (MS Social Work). The University serves counselor education students at the College of Southern Idaho in Twin Falls, Idaho.

Facilities constructed on [the campus](#) since 2002 include the Helstrom Business Center (2002), the Halle Softball Field (2003), a 51,000 square foot addition to the Johnson Sports Center (2004), a relocation of the soccer field (2008), the Thomas Family Health and Science Center (2009), the Facilities Services building (2011), and the Leah Peterson Learning Commons library expansion (2014). Following the completion of the Thomas Family Health and Science Center, the previous science building was completely renovated and now houses the graduate counseling, education, and social work departments, as well as the Center for Professional Development (CPD). In addition, a former credit union adjacent to campus was purchased and remodeled to become the Admissions and Welcome Center, a new parking lot was constructed, internal streets were removed and replaced with landscaping and sidewalks (creating a "Campus Quad"), 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, and the Wiley Learning Center. An elevator was installed in the Wiley Learning Center, providing access to all three floors of the building. 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 campus Wellness Center. An electric lift was installed in Culver Hall to accommodate wheel chair 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 16 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 year, leadership in Operations works closely with the President's Cabinet to update the capital project list and reprioritize the projects. As funds are made available, the greatest need/highest priority tasks are approved, funded, 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 and other updates made. In addition, a concerted effort is made each year to make enhancements to facilities that improve the energy efficiency of the campus.

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. Facilities Services 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.

The *Hazard Communication Program* for campus facilities is maintained and overseen by the Facilities Director as part of the Sodexo contract for maintenance and custodial management on campus. This program 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 "housed" completely within the facility services department, as it is primarily 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 fall 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. Using the [*Campus Master Plan*](#) as a guide, NNU has renovated the building that previously housed the science departments and relocated our graduate programs into the building, has relocated the environmental services department to a new structure south of the campus, has acquired certain properties north of Dewey Avenue, has completed the construction of the Leah Peterson Learning Commons, and is in the process of finalizing a program plan for a new student commons building.

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.

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 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 back-up generators capable of powering over one-half of the campus in the event of a power outage.

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 capacity for 180 virtual servers of which we currently run 125. The hosts are attached to 48 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 six to eight hours. Both our main and backup data centers are climate-controlled and have uninterruptible power supplies which are backed up by generator power sufficient to run the data centers for days or even weeks, if necessary.

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 A,B,G,N,AC 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. Guests to the NNU campus may request a wireless access guest access code which will be active for the duration of their intended stay. In the Learning Commons, guests may log onto the Guest Wireless for Internet access.

Classroom Technology

All classrooms on the NNU campus are equipped with a data projector or large flat screen monitor(s), computer, speakers, and a DVD player, with the exception of a few classrooms designed for special use. Approximately 15% of the classrooms have document cameras. Classroom technology is supported by the Information Technology Services department. All equipment is on a specific replacement cycle; computers are replaced every three years and data projectors every five to seven years. If a faculty member or student needs technology support in the classroom, the IT Services is prepared to provide support or equipment during the daytime and evening courses.

Boise Center and other satellite locations

The IT department supports the Boise Center campus as well as other locations including Idaho Falls. 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 IT Services.

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 BlueJeans 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 2016 semester, 536 meetings from 114 cities took place through video conferencing reaching 2,219 participants with more than 2,700 hours of class time.

Online Instruction

The IT department provides an LMS called Canvas for faculty and students to work in an asynchronous modality. After using a combination of Angel and Cap Ed for several years, in 2013-14, the faculty chose to migrate the courses to Canvas as the sole LMS for all programs because it gave the faculty greater interaction with students, better assessment options, a more consistent learning experience, and a friendlier interface. The system is Software as a Service provided by Instructure.

Portal Services

In 2009, NNU began developing the campus portal, 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 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 [IT Services 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.

Information Technology Services

The [IT Services 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 – 5 PM and on Saturdays from 8AM – 3 PM for walk-in or phone support.

Administrative Software

The administrative software 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 operations 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 network and data security, the campus network, servers, associated software, backups and associated equipment.

E-Learning Services

The Department of E-Learning Services consists of an instructional design and technologist 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.

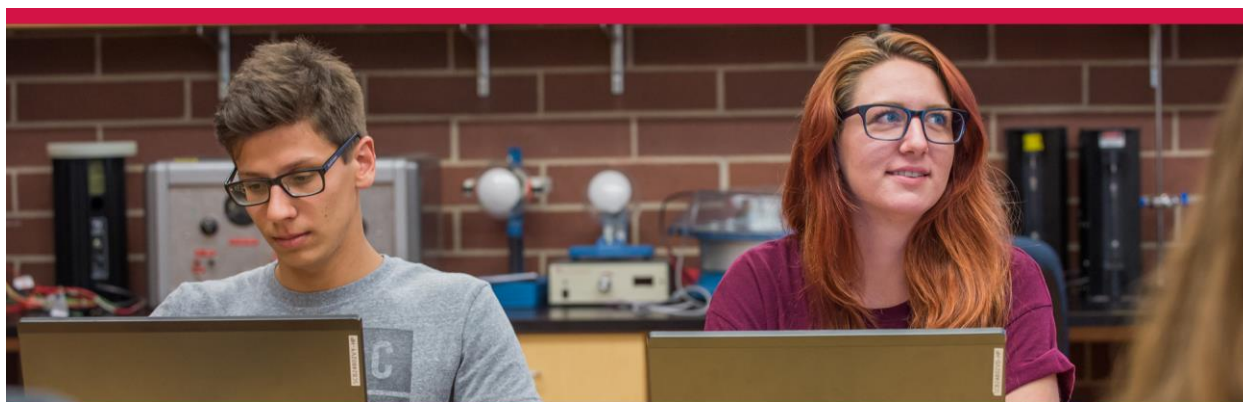
Planning for Technological Infrastructure Growth (2.G.7)

Planning for future growth of the NNU technological infrastructure takes place in a variety of methods. The IT department has been working through the Continuous Improvement Plan and review of the network infrastructure, data center and ERP system. The Continuous Improvement Plan is managed through our help-desk database system. The IT department is currently working through a four to five-year transition to our new ERP system, Jenzabar JX. Also, improvements to Internet bandwidth, and network backbone capacity and redundancy are monitored and improved annually as needed. To aid in technology infrastructure planning, the Technology Advisory Group (TAG) was formed in 2004 with a two-fold purpose: 1) To give input and approval of IT priorities and approval of IT policies, 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, Director of IT, Dean of Academic

Services, Director of Marketing, Director of Professional Development, and a member of the faculty. 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 plan that includes an inventory of equipment, the expected life of each piece of equipment, and a target for replacement. Campus computers, printers, and accessories are replaced on a regular schedule as explained in the [Computer Purchasing Policy](#). This practice began in 2004 and was presented to TAG at that time. It was agreed to fund the deferred maintenance and replacement of equipment by establishing a fund. These funds are part of the University's capital budget and are assessed each year based on equipment life-cycle needs for that budget year.



Standard 3: Planning and Implementation

NNU is guided by a highly participatory long-range planning process that was initiated over 20 years ago and that is based on the development of three-year strategic plans that are ultimately adopted by the University's [Board of Trustees](#). These strategic plans provide an ongoing template for planning, action, and assessment of mission fulfillment. Each plan is embedded with a series of priorities and goals that are reviewed by administrators and the [Board of Trustees](#) on a periodic basis.

The cycle of planning and assessment at NNU is outlined in the University's [Board of Trustees Policy Manual](#). Each fall, the University administration, with the assistance of the faculty and University staff, create reports and recommendations based on the assessment of the academic year just completed (e.g., in fall 2015 the Board received an assessment report covering the 2014-15 academic year). At each spring Board of Trustees meeting, the University administration (again, with the assistance of faculty and University staff) present [operational goals](#) that seek to move the University toward accomplishment of the [strategic priorities and goals](#) in the context of the assessments gathered and presented in the prior fall, as well as the enrollment and budget projections for the coming academic year. In this way, the campus community participates together with the [Board of Trustees](#) to assess and plan each year.

3.A.1 Institutional Planning Process

The ongoing, purposeful, systematic, integrated, and comprehensive nature of the planning process at NNU is described above. The communication, oversight, and implementation of these plans then becomes the primary responsibility of the President's Cabinet.

Vice presidents are responsible to work with their direct reports to craft annual [operational goals](#) that are derived from and work to fulfill the [strategic plan](#) set by the [Board of Trustees](#). This process typically occurs during late spring semester and over the summer, and the resulting [operational goals](#) are disseminated to relevant campus constituents, as well as the [Board of Trustees](#), as described above.

3.A.2 Inclusive Planning Process

The format of the triennial Board of Trustees planning retreats has been modified over time, but the purpose and engagement of trustees, faculty, and staff has not diminished. The effectiveness of these planning retreats has increased over time, thus leading to increasing levels of shared governance and greater ownership of the strategic priorities and goals ultimately adopted by the [Board of Trustees](#).

In order that all members of the campus community, as well as members of the NNU Alumni Board and the [NNU Foundation, Inc. Board of Directors](#), may have input into the strategic priorities and goals prior to adoption by the [Board of Trustees](#), the strategic plan developed at the triennial Board of Trustees planning retreats is considered to be a draft plan coming out of the retreat. This draft is then circulated

across the campus during the course of the coming academic year for reaction and comment. The draft is also shared with the Alumni Board and the [NNU Foundation, Inc. Board of Directors](#) at their respective periodic meetings so that reaction and feedback may be garnered from these groups as well. All of this feedback is reported back to the [Board of Trustees](#), which waits to receive and consider modification to the plan based on this feedback before adopting the plan in its following spring meeting.

3.A.3 Evaluation of Institutional Data

The University seeks to gather and distribute relevant data as a part of its planning process so that the University's strategic priorities and goals are founded in reality. The manner in which this data has been gathered and disseminated has varied over time.

The 2013-14 strategic planning process relied heavily on the methodology developed by Peter Schwartz, author of *The Art of the Long View* and *Learnings from the Long View*. This methodology is reliant on "scenario planning" which is done in the context of data gathered through SWOT Analysis, STEEP Analysis (NNU added an element that resulted in STEEPR Analysis), focus group input, and development of alternative future scenarios. The use of this methodology was unique and resulted in a much higher level of engagement than had been experienced previously.

For the 2016-17 strategic planning process, the institution chose to use a more traditional methodology that relied on the collection and dissemination of the University's relevant historical data, presentation of national and regional trend data, and both academic and co-curricular white papers. All of this data was presented and discussed at the 2016 Board of Trustees planning retreat. All members of the campus community were invited to attend the opening session of the retreat in which national and regional data were presented. For those who were not able to attend, a video of this session, along with the presenter's PowerPoint slides, has been shared with the campus community for ongoing access and reference. The remaining retreat sessions were attended by trustees, faculty officers and representatives, and staff representatives.

Beyond the triennial planning retreats, the University has sought to collect and distribute relevant data to appropriate stakeholders throughout each year. Historically, the administration has published a "Longitudinal Data Set" that brought together various relevant University data. More recently, the administration has been working on presenting the most relevant (sometimes most available) portions of this data in the form of an institutional [balanced scorecard](#), which is made available to the Board as well as members of the campus community. The [balanced scorecard](#) provides relevant data that assesses performance against target goals and measure variances. The balanced scorecard system continues to be refined and our desire is that it will be embraced as a strategic tool for the entire campus community.

As described in the following chapter, data is collected using a variety of internal and external assessments. This data allows the University to evaluate the quality and effectiveness of its programs and, ultimately, the fulfillment of its mission. Internal assessments for mission fulfillment and continuous improvement include outcomes-based academic program assessments, end-of-course evaluations, and institutional ethos surveys. Primary external assessments include the National Survey of Student Engagement (NSSE), CAAP Exam, NCLEX, Major Fields Tests, and ETS exams.

In addition to evaluating institutional data for the purposes of strategic planning and mission fulfillment, various committees and programs across campus regularly use data to evaluate and plan programs, as well as allocate resources. For example, data analysis of the cross-cultural assessment led to recommendations from the [CAS GE Council](#) for changes to the cross-cultural requirements, catalog language, and faculty development for instructors of cross-cultural courses. Additionally, retention data was used to reorganize staff responsibilities related to retention efforts and the creation of an Early Alert system for students about whom faculty have concern. An institutional survey is being used to create new policies for

ensuring faculty governance in decision making related to academic programs. Data has led to greater collaboration related to service learning and mission trips between the academic program, community service programs, and spiritual formation programs.

Within the student development sector, data is routinely collected and analyzed to inform data-driven decisions leading to program improvement. In the Wellness Center, the Counseling Center Assessment for Psychological Symptoms (CCAPS) instrument is used to measure the mental health of students seeking counseling and assess the effectiveness of the counseling program. The [residential life outcomes](#) are aligned with the University values (core themes) and is designed for students to meet specific goals and objectives focused on integration into the campus community. Data related to activities and programs are collected either monthly or by semester, and provides a means for student development to track the effectiveness of the curriculum and make changes as necessary. An exit survey from LEAD (student leadership) Retreat is used to assess the value of leadership training provided and adjust priorities and retreat schedule accordingly. Each year, two weeks prior to commencement, the Career Center surveys graduating seniors about their plans after graduation and their time at NNU. Each year, the question, “How might NNU have better prepared you?” has yielded a handful of responses from students indicating a desire to receive more hands-on, practical, life skills knowledge. Based on this feedback, this past year student development implemented a “Real World” series that addressed topics of interest to students and brought alumni/staff to campus to interact with students.

3.A.4 Resource Allocation and Prioritization

As referenced in the *Preface* and in sections above, the University has a long history of strategic planning that has resulted in both a set of long-range priorities and goals, as well as three-year strategic priorities and goals. NNU’s current long-term priorities and goals are contained in [NNU Vision 2025](#), which reads in part:

NNU VISION 2025

TRANSFORM

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.

To fulfill the transformational mission of NNU, the University is committed to three dynamic goals: grow, serve, thrive.

GROW—In 2025 NNU will grow to teach and equip 10,000 students (on-campus, online)

- *An exemplary NNU Core will complement the expansion of mission appropriate programs (associates, bachelors, masters, doctorate)*
- *A student-centered learning culture will guide and serve the learner*
- *Enrollment will grow as society uses technology to aid the delivery of education*

SERVE—In 2025 NNU will serve the student, the church and the world

- *A programmatic commitment to spiritual formation across the University, across the curriculum*
- *A university-wide commitment to service learning, vocation, calling, centered in the Wesleyan-Holiness tradition*
- *A resource partner to the Church of the Nazarene in the Northwest and around the world*

THRIVE—In 2025 NNU will thrive by being financially strong, affordable and accessible

- *Manage revenue and reduce expense to lower price*
- *Leverage reduced cost to grow a broad, diverse community of students*
- *Seek funds to grow endowment, raise capital and complete the master plan*

In addition to [NNU Vision 2025](#), the Board, in spring 2014, adopted a set of [strategic goals for 2014-17](#) (the current three-year planning period), which include the following:

STRATEGIC GOALS 2014-2017

The commitments to transform, grow, serve, and thrive are achieved by pursuing a set of strategic goals that guide the work and focus of the University over several years.

- *Work together in culture of continuous improvement to streamline operations and lower cost to educate*
- *Reach and attract a broader clientele by increasing marketing resources, activity and effectiveness*
- *Over three years the enrollments of NNU Online will double in size, other programs will grow 5% annually*
- *Continue to emphasize and improve NNU's student-centered focus and experience*
- *Comprehensive emphasis on spiritual formation, life-calling and service learning in all degree programs*
- *Resource the Church of the Nazarene through the Wesley Center*
- *Secure capital funding and construct the Centennial Commons*
- *Develop and adopt a residential community model of student housing, determine appropriate funding and construct first phase of residential community*

Coming out of the 2016 Board of Trustees planning retreat, there seems to be consensus that [NNU Vision 2025: A More Excellent Way](#) needs to be revised in certain aspects in light of unforeseen national and regional trends and the events on the campus over the past 18-24 months. As a result, a re-draft of that set of long-range priorities and goals is presently underway as a part of the current strategic planning process. In addition, a draft of the 2017-20 strategic priorities and goals is being prepared for dissemination and discussion with the various stakeholders referenced above.

Resource allocation, in terms of program, fiscal, personnel, and infrastructure management, is all informed and guided by the long-range and three-year strategic priorities and goals. The current [Campus Master Plan](#) (itself a part of the overall strategic plan of the institution) was heavily influenced by the long-range strategic priorities and goals. Institutional budgeting begins with a review of long-range and three-year strategic priorities and goals, as well as [operational goals](#) and data that reflects institutional trends and the current state of the University. In light of the University's recent past, there is a heightened effort to make programmatic and personnel decisions that are founded upon and tied directly to institutional priorities and goals, as well as relevant data.

3.A.5 Emergency Preparedness and Contingency Planning

The purpose of NNU's [Emergency Operations Plan](#) (EOP) is to enhance the protection of lives and property through effective use of NNU and community resources. The University follows the Federal Emergency Management Agency's (FEMA) "Comprehensive Emergency Management Program Model," which addresses the four phases of emergency management: mitigation, prevention, response, and recovery. The EOP is evaluated annually by the Director of Campus Safety and is made available to campus employees on the shared network drive. The most recent version of the EOP was also evaluated by Emergency Planning Solutions, an emergency management consulting firm specializing in institutions

of higher education. In reviewing our EOP, they indicated that our plan was one of the most comprehensive plans they have seen.

Whenever an emergency affecting the campus reaches proportions that cannot be handled by routine measures, the University president or his/her designee may declare a state of emergency and contingency guidelines may be implemented. This may be any event or occurrence that has taken place and has seriously impaired or halted the operations of NNU. There are two general types of emergencies that may result in the implementation of this plan: a large-scale natural/man-made disaster, or a large-scale disorder. In either case, an Emergency Operations Center will be activated, a coordinated effort of all campus-wide resources will be implemented to effectively control the situation, and appropriate support and operational plans will be executed.

NNU's emergency preparedness responsibilities are supported by the Director of Campus Safety and Assistant Director of Campus Safety, with assistance from the Campus Safety officers. The Campus Safety staff provides the main campus with safety education training, performs campus safety audits, incident investigations, emergency management, and facilitates emergency drills. Campus Safety officers are also trained in FEMA's National Incident Management Systems. The Campus Safety department oversees all evacuation and emergency drills for educational facilities and residence halls. Drills are conducted annually for all educational facilities and drills are conducted in residence halls within the first 10 days of the fall and spring semesters. Campus Safety staff have trained 21 building emergency coordinators who conduct the evacuation drills and manage evacuation mustering sites.

3.B.1-3 Core Theme Planning

The integration of the University's core themes with institutional planning provides the overarching framework that guides planning at NNU. Born out of [Vision 2025](#), the institutional values (core themes) and their objectives are derived from the University's mission, values, and vision, and capture the essence of NNU's institutional focus. This framework also guides operational planning at the department, program, college, and institutional levels. As a result, core theme goals and priorities are woven into the fabric of institutional planning at all levels as the University works toward mission fulfillment.

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to the achievement of the core theme objectives. Objectives for programs and services throughout the University are closely aligned with the institutional values (core themes) and mission. As described in Standard Four, core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate achievement of the goals or intended outcomes of our core theme objectives.



Standard 4: Effectiveness and Improvement

Executive Summary of Eligibility Requirements 22 – 23

The following is a brief summary of how NNU meets the Commission's eligibility requirements 22 and 23. Additional information about these two requirements is provided throughout this report.

Student Achievement (22)

NNU identifies and publishes learning outcomes for each of its degree programs in the [CAS Catalog](#) and [CAGS Catalog](#). Course and program-specific learning outcomes are included in course syllabi. To ensure that students are achieving these learning outcomes, the institution engages in regular and ongoing assessment at the course, department, college, and university levels to validate student achievement of these learning outcomes. NNU does not currently offer any certificate programs.

Institutional Effectiveness (23)

As documented in this self-study report, the institution applies clearly defined evaluation and planning procedures to assess the extent to which it achieves its mission and core themes and uses the results of assessment to effect institutional improvement. The systematic process of continuous improvement includes strategic planning, facilities planning, evaluation of all staff and faculty, and evaluation of learning outcomes at all levels. An example of this process is the 2016 Board Retreat, where internal and external environments are monitored regularly to assess changing circumstances that may impact the University and its mission. Results of these efforts are regularly communicated with our constituencies and periodically published as necessary.

4.A.1 Systematic Collection of Assessable Data

The University is currently using a balanced scorecard system to assist in the execution of the [strategic plan](#) and regularly monitor its effectiveness in accomplishing the core theme objectives. The [balanced scorecard](#) takes measures from four key perspectives as a way of aligning the University's mission, vision, values and strategy with the work accomplished on a daily basis. These four perspectives are financial, customer/stakeholder, internal process efficiency, and organizational capacity. Each measure on the [balanced scorecard](#) includes historic performance and a current year target or goal to achieve. Accountability is accomplished by assigning ownership to the [balanced scorecard](#) measures.

When the University organizational structure changed to a two-college structure with creation of the College of Arts and Sciences and the College of Adult and Graduate Studies, the [Faculty Policy Council \(FPC\)](#) also revised the structure and work of [faculty-elected committees and councils](#). Through this process, an [Assessment and Accreditation Committee \(AAC\)](#) was created for the purpose of increasing teaching faculty involvement in the assessment and analysis of data related to core theme indicators. The

AAC is comprised of teaching faculty elected by the faculty as a whole. Administrators are also on the AAC as appointed ad hoc members based on their role in the academic program. The structure of the AAC is described in section 2.10.9 of the [Faculty Policy Manual](#). The responsibilities of the AAC include the following: 1) Provide general oversight of the assessment and accreditation processes for the University; 2) Review outcomes, goals, and objectives for University assessments and provide a process for continuous improvement; and 3) Provide training and support opportunities for departments and individual faculty members in creating, enhancing, and reviewing assessments and the assessment process.

During the 2014-2015 school year, the AAC began collecting and analyzing data related to each core theme objective as defined in the Year Three Report. This process revealed some barriers to effectively moving toward system-wide engagement of all faculty in a process of continuous improvement. As indicated by suggestions received from the NWCCU team following their visit and review of the Year Three Report, the AAC and administration confirmed that we were trying to collect data on too many core theme objectives and indicators, many of which were not providing meaningful and useful data. Additionally, the AAC realized that the present core theme objectives and indicators were not written with graduate, non-traditional adult, and online students in mind.

As NNU has grown into its vision of becoming a comprehensive university with a full range of undergraduate and graduate programs that meet the diverse needs of our student community, the AAC recommended revising the objectives and indicators to reflect the changes to our student demographics and more effectively address the new two college structure. The AAC was tasked with revising the core theme objectives, identifying meaningful indicators, and establishing acceptable thresholds. In this process, the AAC created a new assessment plan for assessing the core theme indicators beginning with the 2015-16 school year. This decision set back our efforts to collect and analyze data related to our core theme objectives; however, having fewer, more strategically chosen, meaningful objectives and indicators will allow us to have focused dialogue related to assessing our core theme objectives and should ultimately prove to be a much more effective process. Moving forward, the AAC will lead the work on continuous review, reflection, and planning related to the core theme objectives for the faculty and institution as a whole.

4.A.2 Evaluation of Programs and Services

Historically, the University has required programs to complete a comprehensive review every five years. For years, departments followed a schedule that required them to complete their reviews on a rotating basis. However, due in large part to the institutional focus on academic restructure and the transitions that followed, with the exception of programs that have undergone external accreditation reviews, the internal process for systematic program reviews has been admittedly absent in recent years.

To address this matter, under the leadership of the VPAA and deans of CAS and CAGS and with the assistance of the AAC, the institution has focused on establishing measurable indicators of outcomes achievement for all academic programs, improving the quality of data collected, and implementing assessment-based curricular changes. For departments and programs that have outside accrediting agencies, this is an extension of what they have already been doing on a regular basis. For other departments, this has been a change in culture, but is something that most departments have embraced.

Facilitated by the AAC, the first step in this process involved department chairs working with their departments to develop matrices that include program outcomes or objectives, alignment of these objectives to the core themes (university outcomes), measures for assessment, established benchmarks, and programmatic changes that have been made based on data-driven decisions. This initial work was completed in May 2016 and is available on the University [Assessment website](#).

Moving forward, department chairs will be asked to review and update these departmental matrices annually and assess program outcomes within their department. Departmental assessments will be submitted to the college dean each year and also reviewed in department chairs meetings. Requiring department chairs to report out on their achievement of established outcomes annually at department chairs meetings will insure greater accountability for outcome achievement for all graduates. Future work will include creating a systematic process for this annual program review for departments based on established program learning outcomes and assessment plans.

The college deans regularly monitor and evaluate the academic programs within CAS and CAGS. As a part of the University's strategic planning process, this summer the deans prepared and submitted an [Academic Program Health Report](#) to the [Board of Trustees](#). This report focused on program enrollment, projection of graduate employment markets and interest in the major using data from the research group Hanover, mission alignment measured through course evaluations, and quality of program including class size and adjunct ratios.

In spring 2016, the President's Cabinet appointed two [task forces](#) to conduct a comprehensive assessment and prioritization of all academic and non-academic departments and programs. These two [task forces](#) made up of faculty and staff from departments across campus are working closely with departments to review and assess all academic and non-academic programs based on set criteria including the history, development and expectations of programs; the external and internal demand for the programs; the quality of inputs, processes, and outcomes of programs; the size, scope and productivity of programs; the revenue and expenses of programs; the impact of programs; and an opportunity analysis of programs. The model for this work is based on the work of Dickeson (2010) *Prioritizing academic programs and services: Reallocating resources to achieve strategic balance*. The intended outcome is for these [task forces](#) to present recommendations based on the data and careful assessment to the Cabinet in December 2016.

4.A.3 Documentation of Assessment of Student Success

As explained above, while a comprehensive system of assessment is still "under construction" in terms of the logistics of collecting assessments and making data accessible for evaluation purposes across programs, NNU has made considerable progress the past few years in assessing [GE outcomes](#) for all undergraduate students. The [GE outcomes](#) for all undergraduate students are articulated in the [GE Outcomes Matrix](#). The [GE Assessment Plan](#) indicates which courses assess each outcome using a [GE common assessment instrument](#) approved by both the [CAS and CAGS GE Councils](#).

Department chairs are responsible for working with full-time faculty and adjuncts to ensure that all sections of a GE course have included the common assessment as a part of the course and that all professors teaching the course are evaluating the assessment using the common rubric. The assessment and outcome addressed in each GE course is identified for students in the course syllabus.

Moving forward, departments delivering a common assessment will be responsible for analyzing the common assessment data related to student achievement and reporting results to the [GE Councils](#). After hearing the report on a common assessment, the appropriate council will reflect on the data and recommend program or assessment changes or revisions as necessary. As each common assessment is reviewed, the [GE Council](#) will also evaluate and approve all GE courses which administer the assessment. This process will allow the [GE Council](#) to re-evaluate and re-approve all present GE courses according to the GE learning outcomes rather than just having a list of required classes for GE based on content areas.

In terms of program-specific assessment, each academic department has clearly defined student learning outcomes that are published in the [CAS Catalog](#) and [CAGS Catalog](#). Department-level assessment plans and processes ensure that program and degree learning outcomes are met and are evaluated at the program

level, with faculty being primarily responsible for program evaluation of the achievement of student learning outcomes.

Departments use a variety of discipline-specific measures to assess student achievement and ensure that students who complete their courses and programs achieve the identified course, program, and degree learning outcomes. In addition to course-specific assignments and projects utilized by faculty to measure student achievement, achievement exams (ETS major fields tests for the biology, business, chemistry, computer science, criminal justice, mathematics, physics, political science, and psychology departments) and field-specific tests for certification and professional licensure (Praxis for education department; NCLEX for nursing department) are used to measure students' ability to meet "industry standards" for academic skills and knowledge within their discipline. Many departments also utilize a senior project or culminating experience to assess the success of their students' achievement of program learning outcomes.

4.A.4 Alignment of Programs and Services with Core Themes

The president, vice presidents, and deans are ultimately responsible for institution-wide alignment of programs and services with the core themes. As described elsewhere in this report, a variety of indicators and measures are used to assess whether program and core theme objectives are being met. The institutional [balanced scorecard](#) is used regularly to guide leadership in the collection and evaluation of data. Based on consistent evaluation of data at periodic Cabinet meetings and monthly University Administrative Team meetings, corrections are made as necessary. The president and vice presidents prepare semi-annual reports for the [Board of Trustees](#) that provide a summary of the progress being made to accomplish the University's [strategic goals](#) and [operational goals](#), which are directly or indirectly tied to institutional values (core themes) of the University.

Oversight of the ongoing collection and analysis of data for the purpose of academic program evaluation is led by the AAC, the college deans, and the VPAA. Individual department chairs and the [GE Councils](#) are responsible for overseeing the collection and analysis of program assessments related to the accomplishment of the core themes. Matrices showing alignment of department outcomes and objectives at the program level with University outcomes (core themes) are provided on the University [Assessment website](#).

4.A.5 Alignment and Integration of Planning with Intended Outcomes

NNU is guided by a highly participatory long-range planning process that was initiated over 20 years ago is based on a series of three-year strategic plans and involves input from a variety of stakeholders. These strategic plans provide an ongoing template for planning, action, and assessment of mission fulfillment based on intended outcomes. Each plan is embedded with a series of priorities and goals that are reviewed regularly by administrators and the [Board of Trustees](#).

Each year, the President's Cabinet leads an effort to translate the mission, vision, and three-year strategic priorities and goals into [operational goals](#) that are used to guide the University's activities and areas of focus for the relevant academic year. These [operational goals](#) range from University-wide initiatives to college and department-level initiatives and are organized by the key strategic areas identified in the three-year priorities and goals. A review of the past year is conducted by the President's Cabinet each summer, which helps inform the process for allocating resources and developing [operational goals](#) for future years. Throughout this process, the institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services.

4.A.6 Regular Review of Assessment Processes

NNU is presently in a period of transition toward making ongoing analysis of assessment data a process of continuous improvement rather than just something done to prepare for a periodic accreditation review. As a liberal arts institution that values the study of humanities, it has been a paradigm shift for many faculty to become comfortable with using quantitative scores to measure learning and achievement of agreed upon, clearly defined outcomes and then use that data to make improvements.

Developing assessment plans and common assessments at both the University and program levels has required specific, intentional faculty development over the past few years. Faculty workshops at the beginning of the 2013-14 and 2014-15 school years provided assessment training for faculty and laid the foundation for system-wide assessment. This past year, the AAC provided additional training opportunities and workshops to assist department chairs and faculty in developing their department assessment matrices, identifying appropriate assessment measures, and establishing suitable benchmarks.

Presently, departments and committees are at differing levels of comfort and skill in utilizing assessment data to guide program review and improvement, as illustrated on the University [Assessment website](#). Departments such as counseling, education, engineering, nursing, and social work have accreditation from external agencies and have detailed assessment plans and data collection processes to meet the standards of those accrediting bodies. Theology and Christian Ministries has done a considerable amount of work related to assessment planning in preparation for applying for accreditation from an outside agency. Additional departments have made significant progress in assessing the student learning outcomes within their program, while others are still growing in their understanding and practice of ongoing, systematic assessment.

Using results to guide conversations about program planning and improvement is still in the process of becoming embedded in the culture of all committees and departments. While the University has made significant progress in this shift in paradigm over the last few years, there is still room for improvement in this area. The NWCCU review process has been instrumental in guiding the work of assessment planning as well as creating a schedule and motivation to press toward greater levels of organization and sophistication related to assessment planning and implementation. We are confident we will continue to make progress in this area in the coming years so that each committee and department will use assessment data regularly to guide the work of the programs they oversee.

4.B.1-2 Core Themes Assessment

As detailed in the previous sections, the processes of planning, ensuring mission alignment, and collecting and analyzing data are woven into the fabric of the institution. NNU assesses the achievement of core themes based on the development of appropriate objectives, the identification of meaningful institutionally-identified indicators of achievement, the employment of relevant benchmarked measures, and the collection and analysis of data to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. The University also communicates the results of these data and processes to appropriate constituencies in a timely manner so that the data can be used to inform planning, decision-making, and proper allocation of resources and capacity leading to a process of continuous improvement.

Immediately following is a comprehensive assessment and analysis of each of our four core themes: transformation, truth, community, and service.

Core Theme One: Transformation

A significant component of the University's mission is commitment 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.

Academics fosters an environment where learning can take place, but NNU seeks more. In addition to academic advancement, we aim to influence students' beliefs and values from love of self to a willingness to engage in conversations 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 way to transform one's life. Though we do not require our students to be Christians, we do require them to understand the teachings of Christ and understand how lives have been transformed by being a follower of Jesus.

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.

Admittedly, transformation is sometimes difficult to measure in a tangible way. NNU sows seeds that may not take root until many years following graduation, and which may not be measurable. Graduates of NNU become leaders in their careers, churches, and communities. We know it happens, but it is difficult to measure with statistics or place in a chart or graph. Transformation is different for each individual, yet this report strives to show statistically the transformation of students and NNU community members.

| Objective One: NNU campus community members will grow and develop in their ability to articulate personal beliefs and practices, in their personal expressions of Christ-like character, and in their understanding of the Christian faith. | | | |
|--|---|---|---|
| | Indicator | Acceptable Threshold | Objective Achieved |
| 1 | Introduction to Christian Theology Paper | 80% of undergraduate students can articulate their own beliefs and practices in writing as assessed by a rubric (Gen Ed assessment) | Yes; 82% of students met the minimum requirements |
| 2 | Capstone paper | A common rubric for the assessment of Capstone papers is in the process of being developed by the CAS GEC | Yes, based on qualitative data; however, yet to be determined statistically |
| 3 | End-of-course Evaluations | Average evaluation scores at least 4 out of 5 on identified questions | Yes; scores are consistently above 4 |
| 4 | Course reflections and comments during courses and in End-of-course Evaluations | Qualitative data reflect impact on spiritual journeys for students | Yes, based on qualitative comments |
| 5 | Annual Faculty Review (Mission Fit section) | Faculty articulate their personal beliefs and practices at 75% at Tier 3 and 25% at Tier 2 | Yes; 82-84% responded at the Tier 3 level and all remaining at the Tier 2 level |

Assessment of Objective One

Introduction to Christian Theology Paper

Indicator one focuses on undergraduate students' ability to articulate their beliefs and practices related to their own faith journey. All undergraduate students take three courses related to biblical literature and theology. THEO2100 Intro to Christian Theology is required for all undergraduate students. In this course, all students are required to write a reflection paper that describes their personal faith journey. This paper provides a meaningful way to document students' personal beliefs and practices, and their ability to articulate growth and commitment to them. These papers meet one of the university [GE outcomes](#) and are assessed using a rubric designed within the School of Theology and Christian Ministries that determines whether students have adequately articulated their beliefs.

This past year, as a part of the [GE outcomes](#) assessment pilot study, THEO2100 papers were assessed to determine student performance in meeting GE outcome CF2: "Students will understand major doctrinal developments and emphases (including the creeds) within the historic theological traditions of Christendom, and articulate distinctive characteristics of Wesleyan theology and its contributions to broader conversations within Christian theology." During fall semester, a total of 29 papers were evaluated from one of the sections of THEO2100. Of those papers, 14% were exemplary, 34% were at target, 31% met the minimum standard, and 21% did not meet the minimum standard. During spring semester, a total of 33 papers from one of the sections were evaluated. Of those papers, 19% were exemplary, 28% were at target, 38% met the minimum standard, and 16% did not meet the minimum standard. Overall for the year, 82% of the papers met at least the minimum criteria. Further analysis of students' papers who failed to meet the minimum standard revealed that they failed to follow the clear directions of the syllabus as well as classroom explanation. Although the minimum threshold was met, the faculty members teaching the course will seek to improve on the number of students successfully articulating their beliefs and practices related to their own faith journey by spending more time in class this academic year explaining the purpose and process of the paper so students clearly understand the directions for the assignment.

Capstone Paper

In Capstone courses, students are asked to reflect on their time at NNU and their personal acquisition of the institutional core values, including transformation, in the context of their major. Capstone papers provide information about the growth of undergraduate students' higher-level thinking generally and specifically in their major fields of study and in preparation for further education or the workforce. A unified rubric for the assessment of Capstone papers is on the agenda for the CAS GEC during the 2016-17 academic year. Following a common rubric that can be used by faculty across departments will allow the institution to collect comparative data to help assess the ability of senior students to articulate their personal beliefs and practices, their personal expressions of Christ-like character, and their understanding of the Christian faith.

While the institution will start collecting quantitative data this coming year, qualitative data from past Capstone papers suggests that students are experiencing life transformation in a number of ways during their years at NNU. Below are some excerpts from capstone final papers. Entire Capstone papers are available in on the NNU [Assessment website](#).

"Each of NNU's University values has distinct implications for life and faith, but at the same time they are intimately interrelated. Transformation leads to further discovery of truth, and a journey toward a deeper understanding of truth also encourages transformation. Transformation of one's faith is intended to lead to service, and service ultimately relies on an understanding of global community. Enriching ourselves with more knowledge about one another as part of creating global community can lead to

further discover of truth and transformation, as well as methods by which we can approach service better.”

“As a freshman at NNU beginning a new stage in life, I was without a specific major or career path, but what I did have was a desire for holistic personal growth and transformation. Throughout my time at NNU, I have honestly experienced growth in all of the University’s core values: transformation, truth, community, and service. Through taking ministry courses, I experienced transformation of my Christian faith and how I articulate it. These courses also began to shape my conception of truth, its complexity, and the significance of learning to ask better questions. I learned about living in community, about the intentionality it takes to engage one’s local community, and about the impact of our actions on global community. Finally, my desire for service as a vocation was encouraged and deepened, taking on an emphasis and serious investment in issues of social justice. While at the beginning of my undergraduate career these four values were merely words on NNU’s website or on a syllabus, I now see that they have shaped my education, and that they will continue to shape my worldview and the goals and personal character to which I aspire.”

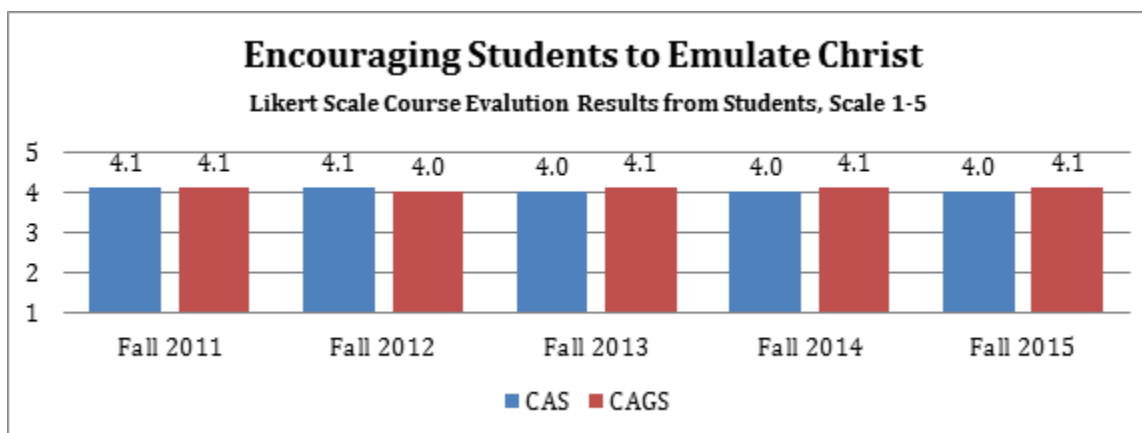
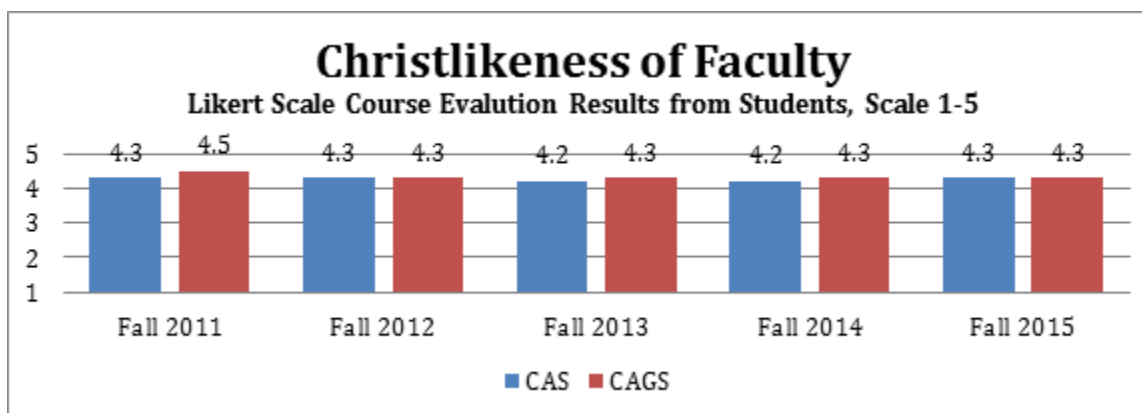
“I have learned so much through my experience at NNU, both in the classroom and in my internships, and I know this learning has shaped me and will continue to shape me even after I leave NNU. I am so thankful to have been able to attend a Christian university for my undergraduate degree. Through my time at NNU I have been instilled with the desire to serve others and the social work education I have gotten has given me the foundation I will need to move on to graduate studies before beginning a career in the field.”

“In addition to purely academic benefits, the biology program has also given me a valuable lens through which I am able to approach the world. More specifically, studying the natural world with the Christian viewpoints presented at NNU has shed light on the importance of biological study – ideas largely unfound in secular studies.”

End-of-course Evaluations

Indicator three uses end-of-course evaluations by students to measure the degree to which they experience transformation through their coursework. The AAC identified the following questions from the end-of-course evaluation that align with the objective that campus community members grow and develop in their ability to articulate personal beliefs and practices, in their personal expressions of Christ-like character, and in their understanding of the Christian faith:

- The professor displayed actions and attitudes in the classroom that were Christ-like
- The professor structured the course in a way that encouraged students to emulate Christ-like behavior



Transformation of the whole person is reflected throughout each program in the undergraduate, adult, and graduate programs. Throughout the University, we are doing an excellent job at consistently meeting this outcome in the eyes of our students. None of the differences expressed in the previous graphs are statistically significant between the colleges and all meet the established benchmarks.

Course Reflections and Comments

Indicator four is assessed using qualitative comments through the end-of-course evaluations when students reflect on how their time at NNU has impacted their faith journey and growth. In graduate classes in particular, comments are also posted in the weekly discussion boards in the course. Commonly, these relate to faculty praying with students and how that has blessed them, or how their time at NNU has helped them re-examine their relationship with God. Students' comments include, "*I was challenged in my faith,*" or "*I grew to care for others less fortunate than ourselves.*" One student further commented, "*I love reading these posts...I am reminded how grateful I am to be at a Christian University.*" Yet another student wrote, "*This semester I have found peace and encouragement through this cohort and school work. It has been refreshing to see the prayer, concern, compassion and joy we have been able to express and share with each other.*" Another student reflected, "*As to NNU's program outcomes, yes, I do believe that the curricula was successful in helping me to meet outcomes through transformation in the areas of service, servant leadership, analytical thinking, and scholarship.*"

While these comments reinforce the notion that students are being challenged in their coursework to grow and develop in their ability to articulate personal beliefs and practices, in their personal expressions of Christ-like character, and in their understanding of the Christian faith, the institution is still exploring ways to quantify this information.

Annual Faculty Review

Indicator five is assessed using data collected from items in the “Mission Fit” section of faculty evaluations that are completed by faculty members and their department chairs. These items include church attendance and membership, compliance with the University lifestyle agreement, and spiritual formation. This indicator provides useful information related to faculty members’ commitment to spiritual disciplines.

On the Annual Faculty Review Form, for Question #44 “Church Attendance,” 88% of the faculty responded at the Tier 3 level (Candidate is a committed contributor to a Christian (orthodox) church, attends regularly, and is involved in church activities), while 12% of the faculty responded at the Tier 2 level (Candidate attends one Christian church on a regular basis and is committed to a specific Christian (orthodox) church); no faculty responded at the Tier 1 level (Candidate attends on a sporadic basis or has not committed to one Christian (orthodox) church). For Question #46 “Contractual Lifestyle,” 88% of the faculty responded at the Tier 3 level (Candidate’s behavior reflects exemplary compliance with contractual lifestyle agreement), while 12% of the faculty responded at the Tier 2 level (Candidate’s behavior reflects consistent compliance with contractual lifestyle agreement); no faculty responded at the Tier 1 level (Candidate disregards contractual lifestyle agreement). For Question #47 “Spiritual Formation,” 84% of the faculty responded at the Tier 3 level (Candidate shows evidence of a deeply-committed spiritual life and models for and/or teaches others), while 16% of the faculty responded at the Tier 2 level (Candidate shows evidence of continuing spiritual development); no faculty responded at the Tier 1 level (Candidate lacks evidence of continuing spiritual development). In each of these categories, NNU faculty exceeded the benchmark of 75% at Tier 3 and 25% at Tier 2, indicating that faculty members are committed to practicing spiritual disciplines.

| Objective Two: NNU campus community members will expand their understanding of and respect for diverse perspectives and individuals from differing backgrounds, abilities, and cultures. | | | |
|---|---|--|---|
| | Indicator | Acceptable Threshold | Objective Achieved |
| 1 | Students’ participation in mission trips, study abroad, and travel abroad | Participation by more than 10% of students in level 4 or study abroad programs | Yes; this past year participation was 15% |
| 2 | Cross-cultural Reflection Papers | Average score of 12 on all papers submitted each year | No; the average score is currently 10.94 |
| 3 | NSSE | Undergraduate students score at or above the national and peer institution averages for identified questions | Yes and no; some scores are above and some are slightly below |
| 4 | Program-specific graduate course experiences | 100% of graduate students engage in course work focused on cultural sensitivity | Yes; 100% |
| 5 | Culturally significant chapels, activities, and events | 80% employee participation in one culturally significant chapel, activity, or event each year | Yes; based on anecdotal data |

Assessment of Objective Two

Travel Abroad

NNU places an 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 level 1,

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

Below is a summary of international travel sponsored by NNU that were completed by NNU students and sponsors over the last three years. The numbers represent Level 4 experiences.

| | Fall 2013-Summer 2014 | Fall 2014-Summer 2015 | Fall 2015-Summer 2016 |
|----------------------|---------------------------------|----------------------------------|----------------------------------|
| Study Abroad | 12 students | 15 students | 13 students |
| International Trips* | 54 students 11 faculty/staff | 60 students 10 faculty/staff | 120 students 12 faculty/staff |
| Mission Trips | 23 students 6 faculty/staff | 31 students 9 faculty/staff | 38 students 13 faculty/staff |
| Total | 89 students 17 faculty/staff | 106 students 19 faculty/staff | 171 students 26 faculty/staff |

* International trips includes study tours and trips to China.

In the past three academic years, a growing number of undergraduate students have traveled abroad for at least 14 days as indicated in the table above. The number of students has grown each year from 89 to 171 over this span of time with a major increase in international trips for study tours.

A portion of this increase includes continuing opportunities to travel to China in coordination with our Center for Chinese Studies, which partners with Northwest University in Xian, China, for an intensive cross-culture program. NNU started the Center for Chinese Studies in 2012 and was awarded a Confucius Classroom by the Government of China under the Ministry of Education. In 2015, NNU transitioned from a Confucius Classroom to a Confucius Institute (CI), which expands the offerings for cultural exchange between China and Idaho. There are 72 Confucius Institutes in the Americas and 197 worldwide. NNU's CI offers cultural courses to NNU students as well as K-12 students in the Treasure Valley. Chinese courses are now offered each semester and a Chinese major is now offered beginning in fall 2015. Each year, the CI sponsors three or four faculty to attend the international conference held in Beijing or Shanghai, China. Each summer, the CI board consisting of the NNU president and five faculty members, travel to Xian, China, for the annual board meeting, also sponsored by the institute. The CI also subsidized 25 NNU students to travel to various locations in China for the purpose of cultural exchange.

NNU exceeded the initial threshold of 10% this past year hitting a high of 15% (171 out of 1,140 undergraduate students traveled abroad as a part of a University-sponsored activity). Currently, travel abroad data is collected and reported annually. As we work to achieve our goal of 50% of all traditional undergraduate students participating in a significant study abroad experience, we will need to refine our

data analysis to identify and track how many different students participate in a study abroad experience during their time at NNU.

Cross-cultural Reflection Papers

As explained above, students fulfill their cross-cultural graduation requirement by completing a combination of level 1, 2, 3, or 4 experiences. Each student must accumulate a total of four points of cross-cultural experiences. There are a variety of ways to fulfill the cross-cultural requirements, from travel abroad to experiences within courses. One example of an experience within a course is NURS2000 Health Assessment, where students establish a clinic where migrant workers and families can be assessed for health risks. This course not only meets a critical need to the community, but also gives our nursing students the valuable experience of working with a diverse group of patients. The education, social work, and religion departments have similar courses with cross-cultural experiences where students engage with individuals from cultures different from their own.

Depending on the level of the experience, students must write a 5 to 10-page paper reflecting on the cross-cultural experience. These papers are scored by a rubric that measures students' acceptance of cultural differences and demonstration of intercultural competence. The rubric range is from 0 to a high of 20. The established threshold is for students to score at least 12 on their cross-cultural reflection papers. The most recent five-year average is 10.94, just over one point below the target.

In relation to indicators one and two for this objective, a study (n=343) was performed on the data to determine the effectiveness of more immersive cross-cultural experiences (Tier 2-4) compared to less immersive cross-cultural experiences (Tier 1) as reflected by scores on students' cross-cultural papers. This study showed a significant enhancement of cross-cultural literacy when students were immersed in a culture rather than just interacting with a culture. These results are not surprising to anecdotal observations, but this study does indicate that students are best fulfilling the mission of transformation during an immersion experience and reinforces our desire to increase the number of students who participate in Tier 3 and 4 experiences.

National Survey of Student Engagement (NSSE)

In 2014, NNU adopted the NSSE as a replacement for the [Student Satisfaction Inventory \(SSI\)](#), which had been administered annually in previous years. The NSSE is a nationally normed test for traditional undergraduate students and the institution has the ability to compare student perception with similar Rocky Mountain Region private universities, as well as CCCU institutions. The [Assessment and Accreditation Committee \(AAC\)](#) aligned many of the NSSE questions to the four core themes. In particular, the AAC has identified the following theme and questions as indicators that support and give insight into students' understanding of and respect for diverse perspectives and individuals from differing backgrounds, abilities, and cultures. Specific questions include students' ability to understand someone else's views by imagining how an issue looks from the other person's perspective; how often students have had discussions with people from another race, ethnicity, different economic background, differing religious beliefs, or political views; and how well the institution encouraged students to interact with others with different backgrounds and diverse perspectives.

| NSSE National Survey of Student Engagement 2014-2015 | CCCU | Carnegie Class | NNU | 2014- 2015 NSSE Effect Size |
|--|------|-------------------|------------|---|
| Tried to understand someone else's views by imagining how an issue looks his or her perspective | 3.0 | 3.0 | 3.0 | .09 |
| Learned something that changed the way you understand an issue | 3.0 | 3.0 | 3.1 | .17 |
| How often have you had discussion with: | | | | |
| People from- race or ethnicity other than your own? | 3.1 | 3.1 | 2.9 | .28 |
| People from an economic background other your own? | 3.1 | 3.1 | 3.0 | .20 |
| People with religious beliefs other than your own | 3.0 | 3.0 | 2.6 | .45 |
| People with political views other than your own? | 3.0 | 3.0 | 3.0 | |
| Did the institution encourage | | | | |
| You develop a personal code of values and ethics | 2.8 | 2.8 | 3.3 | .43 |
| Encourage contact among students from different backgrounds (social, ethnic, cultural) | 2.7 | 2.6 | 2.6 | .12 |
| Included diverse perspectives (political, religious, social, ethnic and gender) in course discussion or assignments? | 2.7 | 2.7 | 3.0 | .29 |

Effect size for independent *t*-tests uses Cohen's *d*; *z*-tests use Cohen's *h*.

The data shows that although students seem to have less opportunity than their national counterparts to engage in discussion with more diverse populations with respect to race, ethnicity and religious beliefs, the institution is intentional in including these concepts and issues in the classroom and teaching.

Program-specific Course Experiences

Indicator four is assessed through the identification of program specific courses that address Objective Two. Through department-specific requirements for outside accreditation, these courses cover, in differing levels of scope, the topics of diversity and respect for diversity across many different areas such as culture, abilities, and backgrounds. While the indicator is specific for graduate programs, listed below are courses found in both the undergraduate and graduate departments that address aspects of diversity. Each of the graduate programs contain courses that challenge students to expand their understanding of and respect for diverse perspectives and individuals from differing backgrounds, abilities, and cultures. Therefore, this threshold is met at 100%.

| Department-specific Undergraduate Courses | | | | | |
|---|------------|--|---|--|--|
| Business | Counseling | Education | Nursing | Social Work | TCM |
| BSNS3640 Principles of Management | NA | EDUC2250 Cultural Diversity in Education | NURS2010 Theoretical Foundations of Professional Nursing | SOWK2851 Human Behavior in the Social Environment (HBSE) 2: Issues of Diversity | PHIL3080 Critical Reasoning |
| BSNS3650 Human Resource Management | NA | EDUC3150 Education of Exceptional Children | NURS4010 Nursing of Diverse Populations in the Community | SOWK2850 HBSE 1: Theoretical Perspective throughout the Lifespan | PHIL4210 Contemporary Philosophy |
| BSNS3810 Business Ethics | NA | EDUC3310 Teaching English Language Learners | | SOWK3550 Methods 1: Individuals and Families | REST3610 Exploring World Religious Traditions |
| BSNS4600 Global Business Strategies | NA | EDUC3410 English Language Learners and Content Literacy in Secondary Classrooms | | SOWK3551 Methods 2: Groups and Communities | PRTH2400 Intro to Christian Missions |
| ECON2410 Principles of Microeconomics | | | | SOWK3750 Social Welfare Policy | PRTH3750 Compassionate Ministries |
| | | | | | PRTH4710 Missional Growth and Health |

| Department-specific Graduate Courses | | | | | |
|--|--|---|---|---|---|
| Business | Counseling | Education | Nursing | Social Work | TCM |
| BSNS6004 Business Processes and Systems | COUN6512 Ethics and Legal Issues | EDUC 7551 Global Education in a Multi-Cultural Society | NURS6120 Population Health and Interprofessional Collaboration | SOWK6551 Practice II Organizations and Community Development | BIBL6540 Gospel and Culture |
| BSNS6101 Organizational Dynamics | COUN6515 Multicultural Counseling and Societal Issues | EDUC7532 Instructional Models | NURS6130 Healthcare systems and Health Policy | SOWK7612 Clinical Social Work with Families | PHIL7540 Premodern, Modern & Postmodern Philosophies |
| BSNS6132 Managing in a Global Economy | COUN6533 Family Counseling | | NURS7060 Principles of Teaching and Curriculum Development | SOWK7622 III Social Work and Religion | PRTH6960 Missiology & Contextualization |
| BSNS6903 Global Experience and Project | COUN7589 Internship in Counseling | | | | YCFM6730 Missional Ministry |

Culturally-significant Chapels and Events

As stated in indicators one and two, NNU encourages students to 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. This holds true for NNU employees as well. At the beginning of each academic year and throughout the year, employees are informed of specific events and chapel services that are designed to address cultural diversity and sensitivity. All campus personnel are encouraged to attend these events and chapel services each year. Indicator five is intended to measure employees' attendance and participation in these events.

During the 2015-16 academic year, there were [18 chapel services](#) and [2 special events](#) that were intentionally designed to expand the campus community's understanding of and respect for diverse perspectives and individuals from differing backgrounds, abilities, and cultures. This represents about 20% of the chapel services offered during the year. A majority of these chapel services were scheduled during "community chapels," which are held on Mondays. During community chapels, all campus offices are closed and employees are expected to attend these chapel services. While employee attendance is not taken at chapel, a large majority of campus personnel attend these services regularly. As a result, it is very likely that at least 80% of the employees attended at least one of these chapel services this past year.

The University acknowledges that we have not been intentionally tracking employee attendance and involvement in the cultural experiences we offer regularly. Now that we have identified this as one of the indicators for this objective, beginning this year, a survey will be distributed at the end of each semester to collect data indicating the level of employee participation at these cultural events.

Core Theme Two: Truth

One of the primary components of an NNU education is the pursuit of truth. Students at NNU explore knowledge, the wonder of God's creative activity, the story of human civilization, and achievements in the arts, sciences, and professions. In this way, NNU casts the word truth in its broadest sense; the pursuit of accurate knowledge is the pursuit of truth. 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: NNU campus community members will acquire a broad base of knowledge across general and specialized academic disciplines. | | | |
|--|---|--|--|
| | Indicator | Acceptable Threshold | Objective Achieved |
| 1 | CAAP | Undergraduate students will score at or above the national mean on the CAAP exam | Yes; writing, reading, and science No; math |
| 2 | Discipline-specific nationally-normed tests (Major Field Test, Praxis, NCLEX) | Students score at or above the national means | Yes; in nearly all departments, students consistently score at or above the national or state means |
| 3 | Department/Program Assessment Plans | Each department will have identifiable outcomes, assessments to measure those outcomes, and evidence of data-driven improvements | Yes; all departments have identifiable outcomes, assessments to measure those outcomes, and evidence of data-driven improvements |
| 4 | End-of-course Evaluations | Identified questions have an average score of 4 out of 5 | Yes; scores are consistently above 4 out of 5 |

Assessment of Objective One

CAAP Exam

Indicator one relies on data from the CAAP exam, a nationally-normed assessment that measures student understanding of knowledge from across the liberal arts disciplines. Use of the CAAP exam allows the University to compare the performance of our students with other institutions across the nation. Successfully meeting this objective is reflected by students scoring at or above the national averages of the exam.

The chart below reflects the results of the fall test window since 2007. The trends have not changed significantly since that time. Typically, NNU students perform above the mean in writing and reading, right at the mean in science, and below the mean in mathematics.

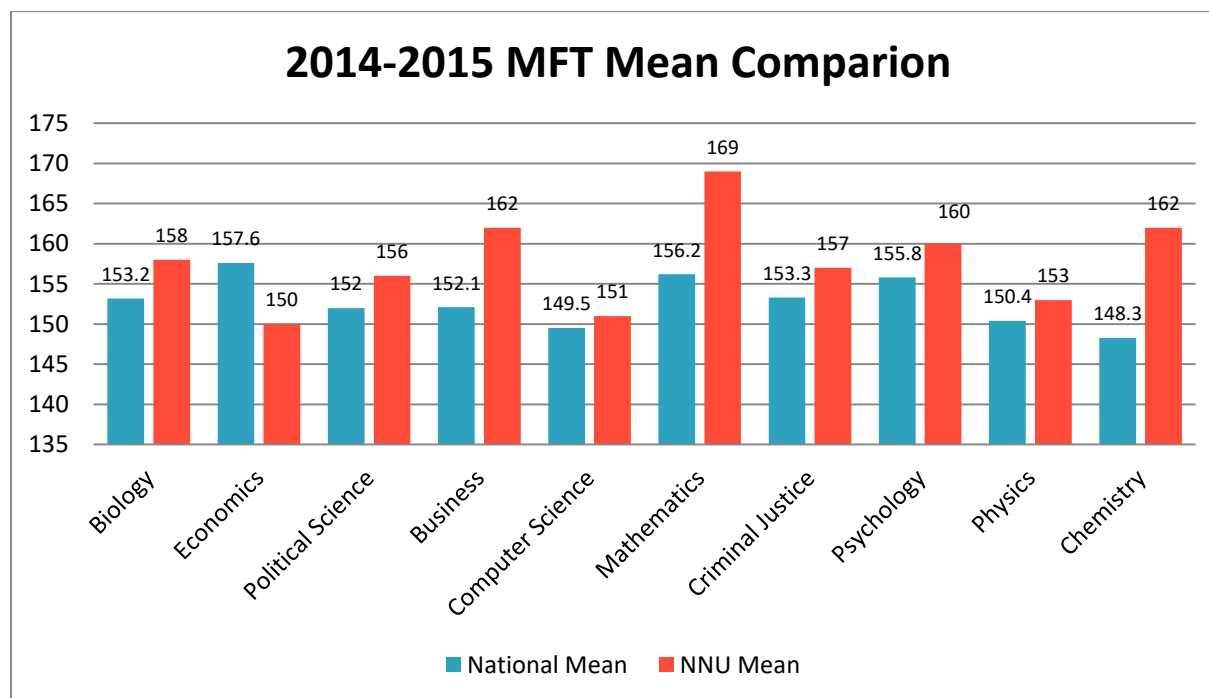
CAAP Exam Scores

| | Fall | Fall | Fall | Fall | Fall | Fall | Fall | Fall | Fall |
|------------------|------|------|------|------|------|------|------|------|------|
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Math NNU | 57.7 | 56.5 | 57.9 | 57.6 | 56.7 | 57.6 | 57.8 | 57.9 | 55.8 |
| Math National | 58.3 | 58.5 | 58.5 | 58.5 | 58.5 | 58.5 | 58.6 | 58.6 | 58.7 |
| Writing NNU | 65.8 | 65.4 | 66.4 | 64.8 | 64.3 | 64.6 | 64.2 | 65.4 | 64.7 |
| Writing National | 64.1 | 64.0 | 64.1 | 63.9 | 63.1 | 63.1 | 63.1 | 63 | 62.7 |
| Reading NNU | 63.6 | 64.0 | 65.0 | 63.2 | 63.3 | 63.3 | 63.8 | 63.3 | 63.5 |
| Reading National | 62.6 | 62.5 | 62.5 | 62.3 | 61.7 | 61.7 | 61.6 | 61.6 | 61.3 |
| Science NNU | 61.5 | 61.8 | 62.9 | 61.0 | 60.7 | 61.3 | 61.8 | 61.7 | 61.2 |
| Science National | 61.5 | 61.7 | 61.7 | 61.6 | 61.1 | 61.1 | 61.1 | 61.2 | 61.0 |

Discipline-specific Nationally-normed Tests

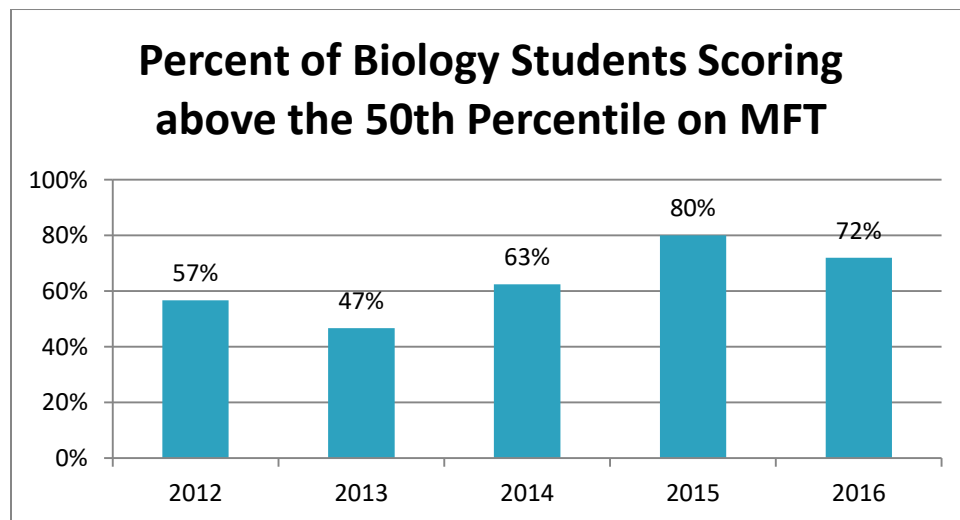
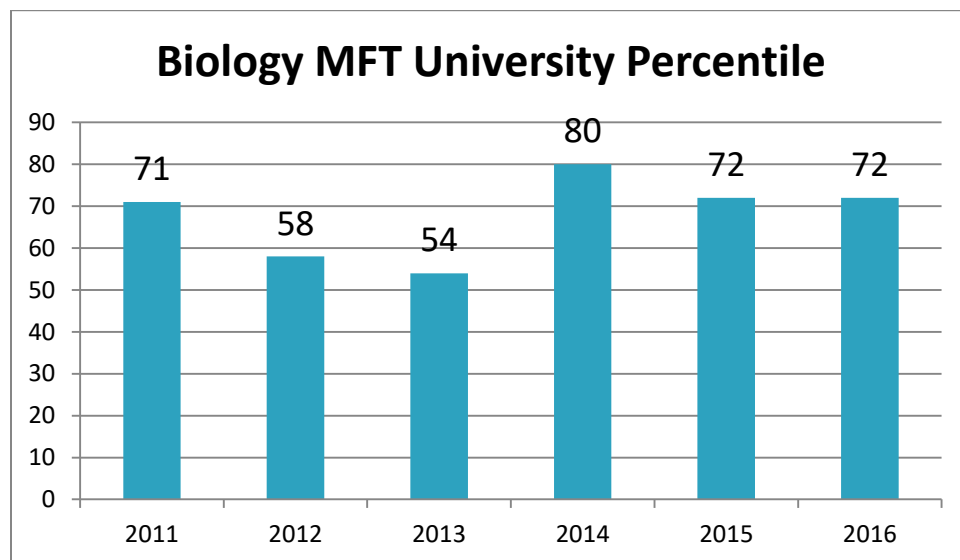
Indicator two assesses achievement within academic disciplines using a variety of exit achievement exams (ETS major fields tests (MFT) for the biology, business, chemistry, computer science, criminal justice, mathematics, physics, political science, and psychology departments) and field-specific tests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

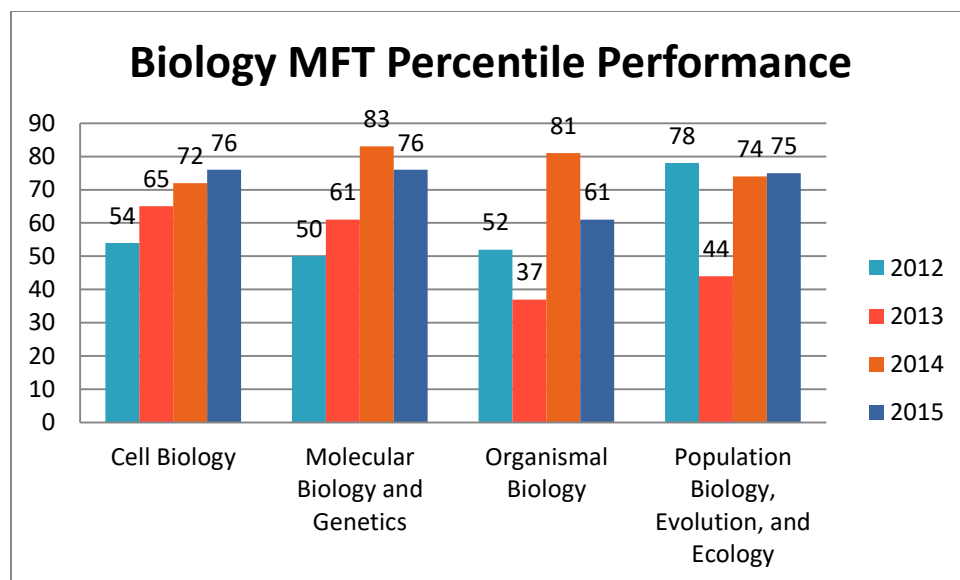
Overall, NNU content areas outperform the national mean on the MFT. In 2014-15, with the exception of economics, the NNU mean for the content areas outperformed the national mean.



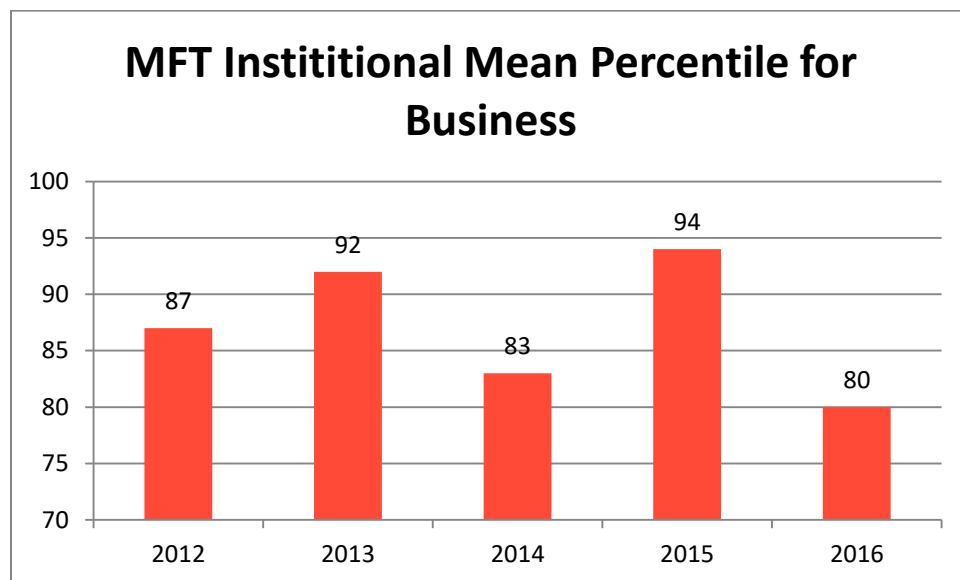
Major Field Tests

Biology – The ETS major field test is used as an exit exam for all of our biology majors. The exam is completed as part of our BIOL4980 Senior Seminar/Capstone course. Student performance is incorporated as a portion of their grade in the course. The department evaluates student performance in the composite score for an overall assessment of their learning across the biology curriculum and the target level of performance is the 50th percentile. The department has exceeded this benchmark in six out of six of the previous testing years. Individual student performance is also analyzed. No specific department goal is set, but the department analyzes what percent of students perform at or above the 50th percentile. Subsection performance is used to evaluate the specific sub-disciplines within the curriculum and to address curricular weaknesses. As an example, chronic poor performance in the evolution subsection was a large part of the impetus to add BIOL3740 Origins to the core requirements of our curriculum. The following graphs show the trend lines for the MFT performance over the last several years, the percent of students exceeding the 50th percentile, and the subsection performance results.

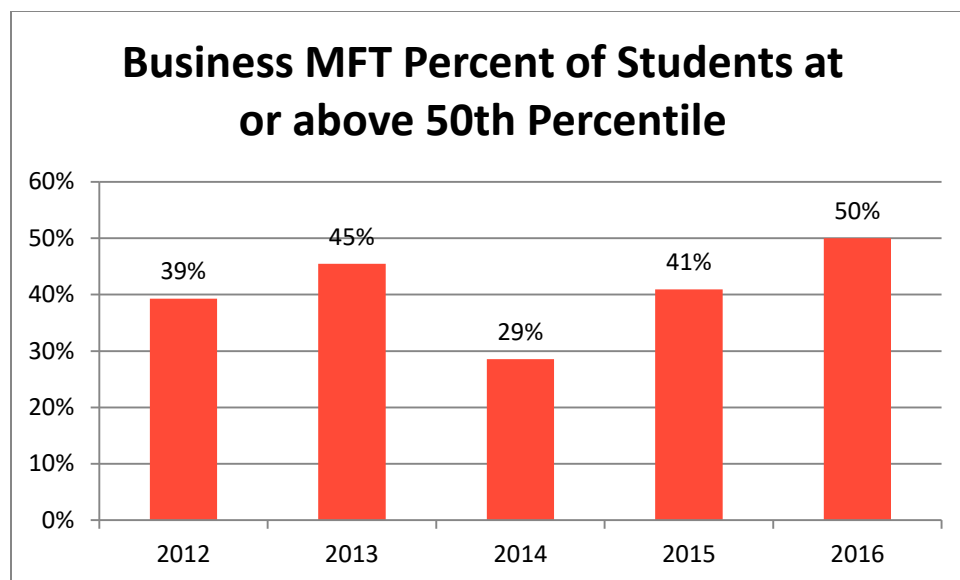




Business and Economics – All graduating seniors are required to take the ETS major field test testing them on core competencies areas of business (marketing, quantitative analysis, management, economics, finance, etc.). Since it is a normed test, it gives excellent data points for our accrediting body. The results are viewed at the beginning of the year and the School of Business discusses any changes needed. In almost all years of taking the exam, the business students have consistently ranked in the 80th percentile or higher, and in the 90th percentile frequently. The department uses this data as excellent marketing evidence of the quality and rigor of the program.

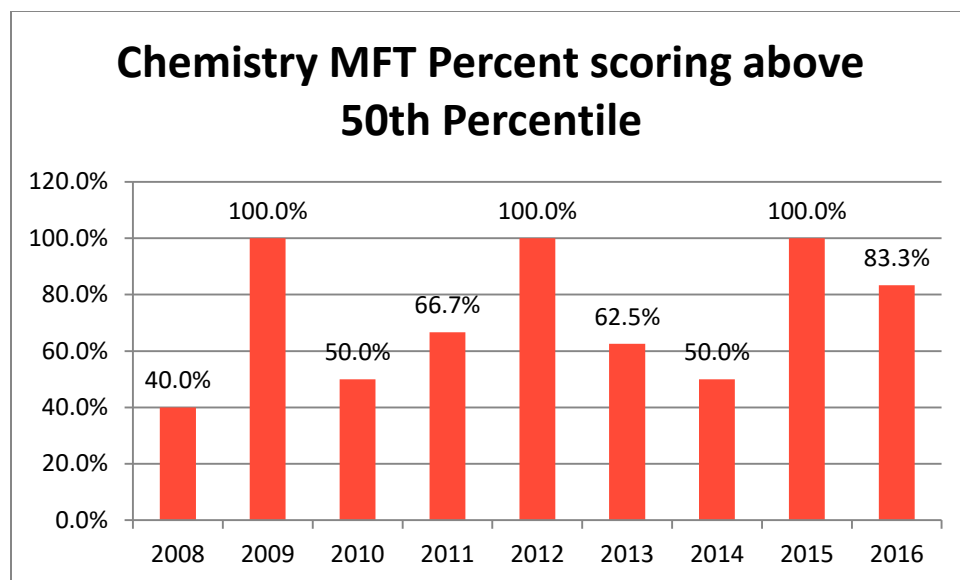


The percent of students performing at or above the national mean varies from year to year, but the trend seems to be increasing with 50% of business majors taking the test in spring 2016 meeting or exceeding the national mean, compared to only 29% in 2014.



The University has a minor in economics. Students graduating with this minor are required to take the MFT test in Economics. The test is divided into two reporting categories: micro and macro. NNU has had five students take this test since 2013, with two of these students scoring above the national mean.

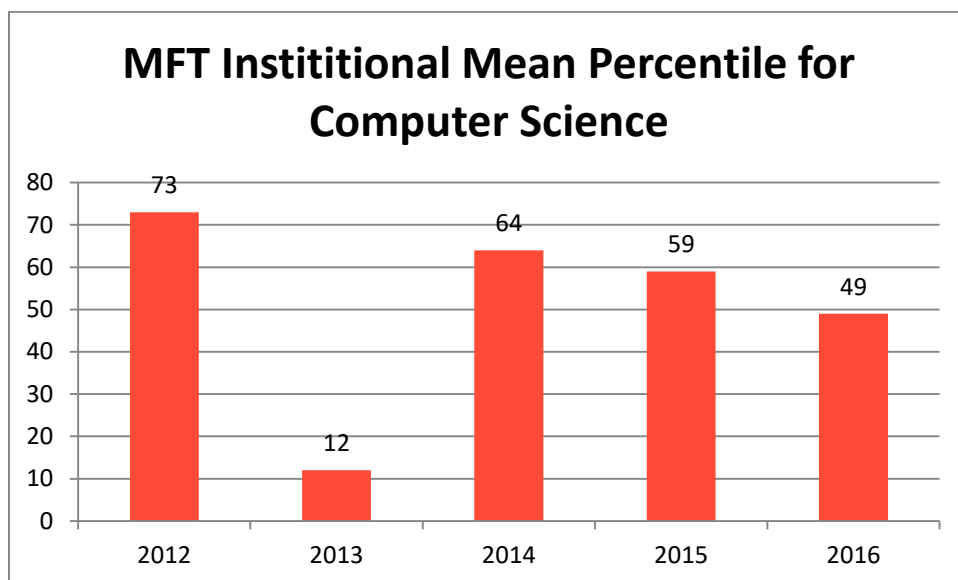
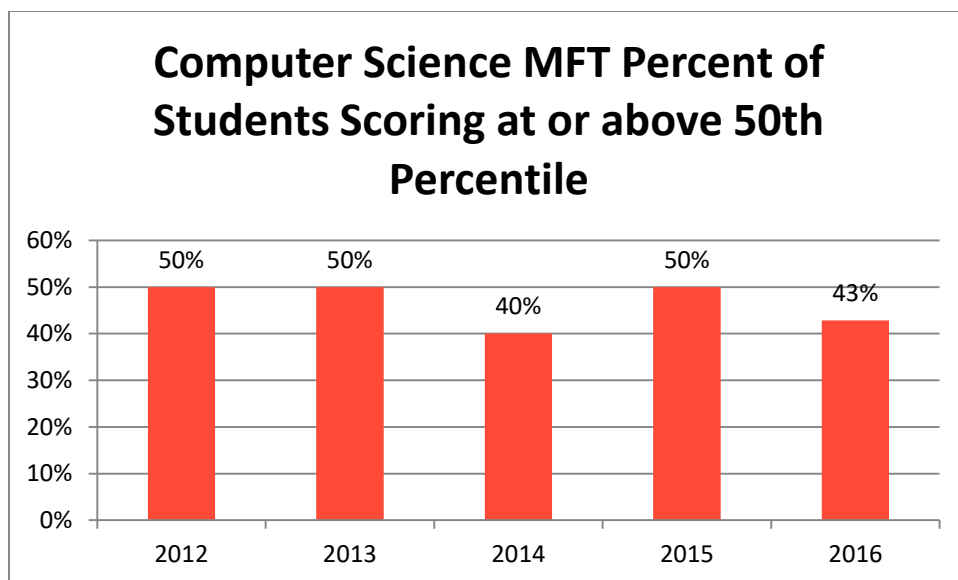
Chemistry – The ETS major field test is an exit exam required of all chemistry majors. It is typically taken during the end of their final semester. The content emphasizes the four fields into which chemistry is traditionally divided: physical chemistry, including thermodynamics, kinetics, and quantum; organic chemistry, including molecular structure, functional group transformations, reaction mechanisms, and spectroscopy; inorganic chemistry, including periodicity of the elements, structure and bonding, metallic and ionic substances, transition element chemistry, and organometallic compounds; and analytical chemistry, including experimental design, data acquisition, equilibria, solutions, and instrumental methods. The results of the MFT show that there is consistent, strong performance of majors across all four subsections. This exam, along with the standardized American Chemical Society exams (which are available for all of the core courses we teach) are used to assess the program's success in teaching the core concepts and principles to chemistry majors. When an area of consistent deficiency is identified, the department modifies the curriculum accordingly. The following chart shows the percent of students who exceeded the national mean score by year on the Chemistry MFT. (It is important to note that there were only two majors taking the test in 2014, one of which exceeded the mean score). Overall, chemistry students return strong results. In 2016, the overall institution mean score was at the 91st percentile.



Computer Science and Math – The computer science and math departments use field tests with graduating seniors as one of many measures of student outcomes. Senior math or computer science majors may take either the GRE subject test, the ETS major field test, the Praxis II content exam, or other comprehensive, externally-created and verified subject exams in their major field. While the number of seniors completing the exam each year is too low to hold statistical significance, trends over time are analyzed. If the majority of seniors completing these exams fall below the median in multiple years, the department looks for potential causes and improvement opportunities, either in the curriculum or in student preparation.

The computer science BS majors nearly always have higher scores than the computer science BA majors. Also, since very few of our computer science majors come to NNU with any prior computer science courses, any score above a zero shows that they have learned computer science principles and theory.

Generally, nearly half of the computer science majors perform at the 50th percentile or higher. With the exception of 2013, where there were only two students who participated in the MFT, the level of performance of graduating seniors puts the institutional performance at the 50th percentile or higher.



In mathematics, eight majors have taken the MFT over the last five years. Three of these students have performed at the 50th percentile or higher.

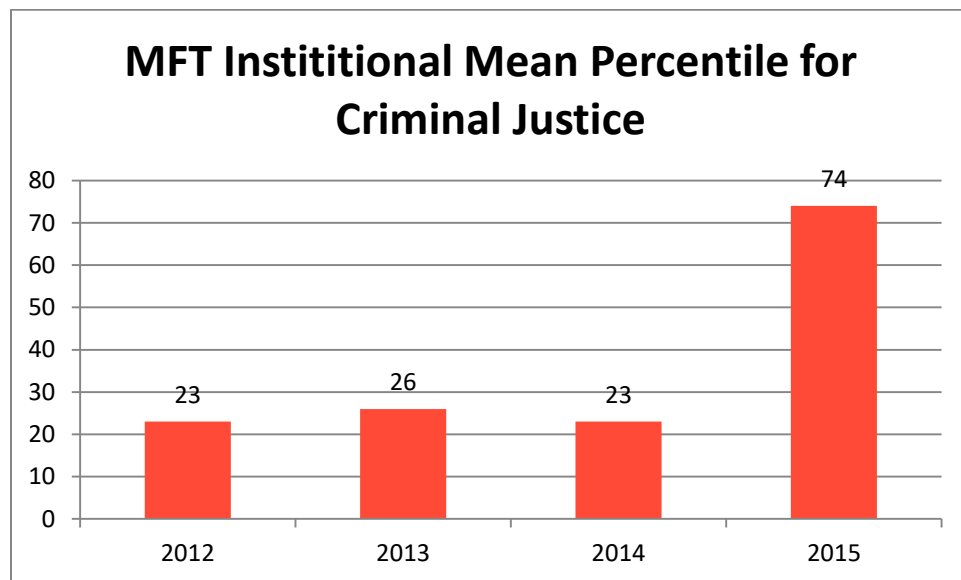
Physics – The major field test is required of all students graduating with a BS or BA in physics, or a BS in engineering with an engineering physics concentration. The exam is broken into two parts: introductory and advanced physics. The numbers taking the test each year are small enough to not be statistically significant; however, the results are used annually to gauge how the department is doing in these areas. Multiyear trends are considered and used as one item in the department's yearly ABET continuous improvement process. Since 2012, 14 students have taken the MFT in physics. Fifty percent of these of students have outperformed the national mean. In 2015, the student results for the institution put the University at the 61st percentile compared to other institutions.

Political Science – History (as a humanities discipline) does not have a major field test that accurately covers the discipline; however, the major field test is given to political science majors in the final

semester of their senior year. The exam generally covers three major sub-fields of political science: American government, international relations, and comparative politics. There are also questions related to political thought and methodology, as well as an assessment indicator of critical thinking. Comparative test data is published every year, which allows for a comparison between NNU political science majors and political science majors around the country. The results of the exam are also used to assess, in part, the history and political science department's first outcome: to help students acquire academic and intellectual expertise in their respective disciplines and majors. Twenty-three students since 2012 have taken the MFT in political science with approximately one third of them outscoring the national mean on the assessment. In the last two years, 15 students have taken the exam. In 2014, student scores ranked the institutional at the 72nd percentile. In 2015, the overall mean was lower and the institution ranked at the 37th percentile nationally. Student scores will continue to be monitored to determine whether 2015 was an anomaly or the beginning of a trend that needs to be addressed.

Psychology and Criminal Justice – Both the psychology and criminal justice departments use the ETS major field test as a means to assess their students' content knowledge. The psychology department has been using this particular test for several years. Students are asked to take the test either late in their junior year, or in their senior year. The psychology department has gone through some transition in the last few years and that has resulted in a slow decline in the mean of the field test scores (from a mean of 163.8 in 2014 to 158.5 in 2015 to 153.3 in 2016). The department has made some additions to the curriculum (such as adding PSYC4659 Advanced Psychology) to help students gain a better understanding of content in identified areas and improve performance on the MFT.

The criminal justice department also requires its students to take the ETS major field test. Student scores in 2015 were significantly higher than in the previous three years. The University hired a full-time professor in 2014 for this major and he is working to analyze the data already collected to evaluate the curriculum for deficiencies.



Praxis Scores

The undergraduate education department uses the Praxis II content area exams to assess content knowledge for all of their majors. Student scores are very competitive among its state peers and is a leader in first-time praxis pass rates in all but three areas where the University offers education degrees.

In order to receive recommendation for certification, students must pass the Praxis II exam in their content area.

| Northwest Nazarene Secondary Content Praxis Results 2012-2014 | | | | | | |
|--|--|---------------------------------|--------------------------------|--------------------------|----------------------|---|
| Content Area | Number of Unique Students since Fall 2012 | # of Students who Passed | NNU % Pass on First Try | % Pass Eventually | Average Score | State Wide First Attempt Pass Rate Average |
| Spanish | 10 | 6 | 50% | 60% | 168.3 | 53% |
| English | 17 | 17 | 100% | 100% | 184.2 | 86% |
| Mathematics (6-12) | 10 | 8 | 70% | 80% | 151.5 | 66% |
| Social Studies | 2 | 2 | 100% | 100% | 173 | 92% |
| PE | 13 | 13 | 100% | 100% | 154.5 | 100% |
| Econ | 1 | 1 | 100% | 100% | 580 | 48% |
| Gov't/Pol. Science | 7 | 7 | 100% | 100% | 164.9 | 66% |
| Music | 4 | 4 | 100% | 100% | 174 | 96% |
| Art | 6 | 5 | 83% | 83% | 168.6 | 85% |
| Communication | 4 | 4 | 100% | 100% | 162.75 | 95% |
| Biology | 7 | 7 | 100% | 100% | 160.3 | 97% |
| Physical Science | 3 | 3 | 100% | 100% | 172.7 | 96% |
| Chemistry | 1 | 1 | 100% | 100% | 151 | 86% |
| Earth and Space | 1 | 1 | 100% | 100% | 165 | 91% |
| General Science | 1 | 1 | 100% | 100% | 179 | 80% |
| Health | 12 | 10 | 50% | 83% | 163 | 86% |
| History | 15 | 14 | 93% | 100% | 163.7 | 87% |
| Psychology | 1 | 1 | 100% | 100% | 156 | 100% |
| Special Education | 21 | 21 | 100% | 100% | 175.3 | 100% |
| TOTALS | 136 | 126 | 85% | 93% | | 81% |

NCLEX

The undergraduate nursing department uses the National Council Licensure Exam (NCLEX) to assess content knowledge for students completing the program. The department has tracked NCLEX pass rates since its inception as this is required by their outside accrediting agency. The program routinely reflects on the first-time pass rates of its students. In 2007-08, the pass rate dipped quite significantly. Adjustments to the program were made and the pass rates have rebounded. The program performs well against its competitors in the state.

| Class | # of Grads | # Pass | Pass Rate | Idaho Pass Rate |
|-------|------------|--------|-----------|-----------------|
| 2002 | 17 | 16 | 94.12% | |
| 2003 | 19 | 19 | 100.00% | |
| 2004 | 14 | 12 | 85.71% | |
| 2005 | 16 | 15 | 93.75% | |
| 2006 | 10 | 9 | 90.00% | |
| 2007 | 35 | 23 | 65.71% | 70.97% |
| 2008 | 35 | 25 | 71.43% | 71.43% |
| 2009 | 48 | 38 | 79.17% | 77.78% |
| 2010 | 24 | 19 | 79.17% | 77.78% |
| 2011 | 25 | 24 | 96.00% | 92.18% |
| 2012 | 34 | 33 | 97.06% | 96.00% |
| 2013 | 40 | 35 | 87.50% | 89.20% |
| 2014 | 38 | 29 | 76.32% | 90.91% |
| 2015 | 37 | 35 | 94.59% | 92.68% |

Department/Program Assessment Plans

Indicator three uses department and program assessment plans to help measure the institution's effectiveness in providing students with a broad base of knowledge across general and specialized academic disciplines based on identified outcomes and assessments. These assessment plans provide opportunities for departments to make data-driven program improvements as they "close the loop" in the assessment process.

Departments have participated in outlining key outcomes for their majors. The process of aligning outcomes with assessments is new to some faculty and departments are at various levels of implementation. Some departments that have outside accreditation see the assessment process as routine; others are learning to identify key assessments and then routinely examine and adjust instruction or content based on the results.

Each department has completed an outcomes matrix that lists their outcomes, identifies assessments to measure those outcomes, and provides evidence of data-driven improvements they have made to their programs. These matrices are provided on the University's [Assessment website](#). Moving forward, the departments now need to refine their matrices, ensure that identified assessments are appropriate and valid measures of the specified outcomes, examine benchmarks to ensure rigor, and encourage continued improvement as a result of routine examination of assessment results.

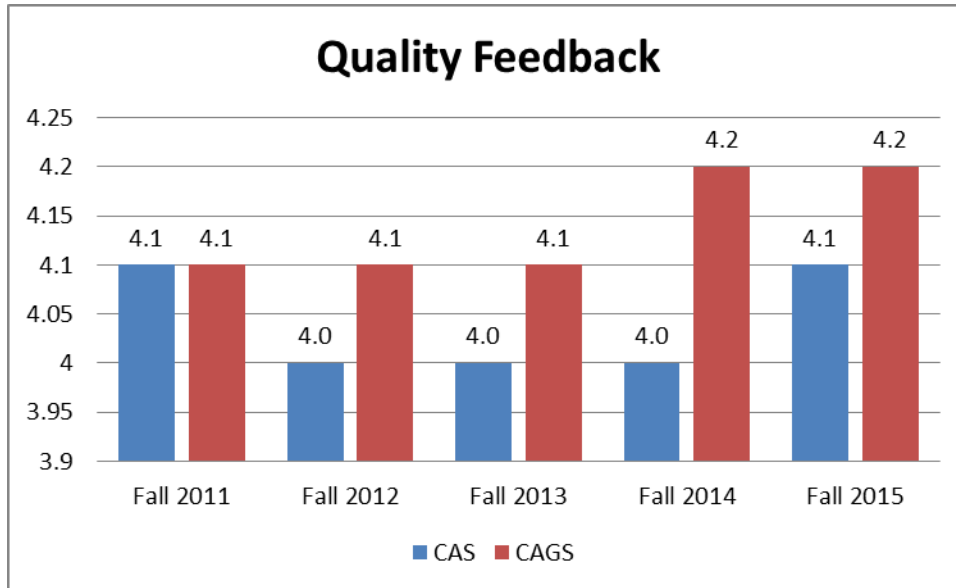
End-of-course Evaluations

The AAC has aligned six end-of-course evaluation questions with the core theme of truth. These six questions include:

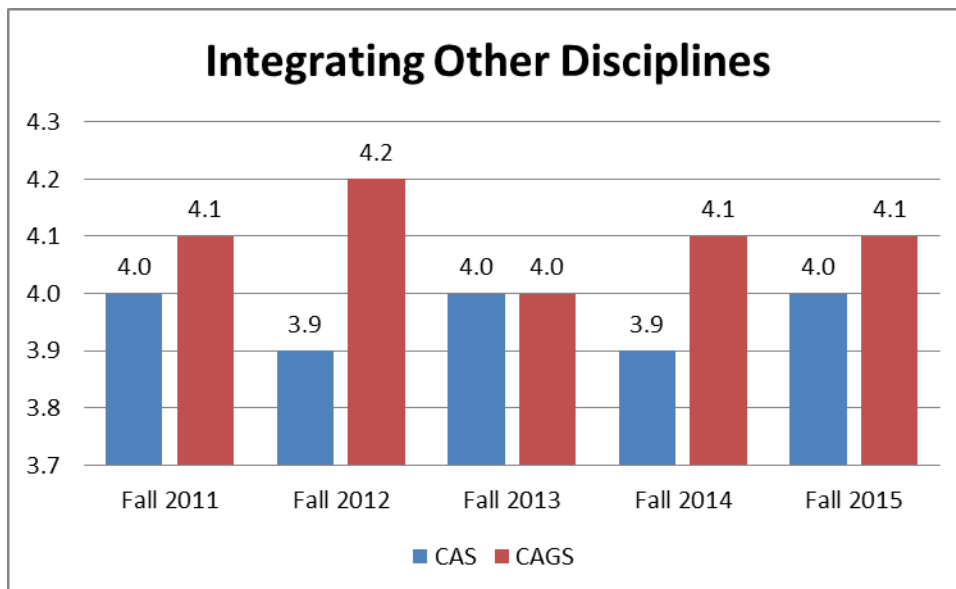
- The professor offered feedback regarding the reasons for their criticisms of the students' academic performance
- The professor occasionally integrated ideas and concepts from other academic disciplines
- The professor related course material to real life situations
- The professor encouraged students to increased intellectual effort
- The professor encouraged students to ask and answer their own questions

- The professor incorporated assignments that engaged students in hands on projects such as research, case studies, or real life activities

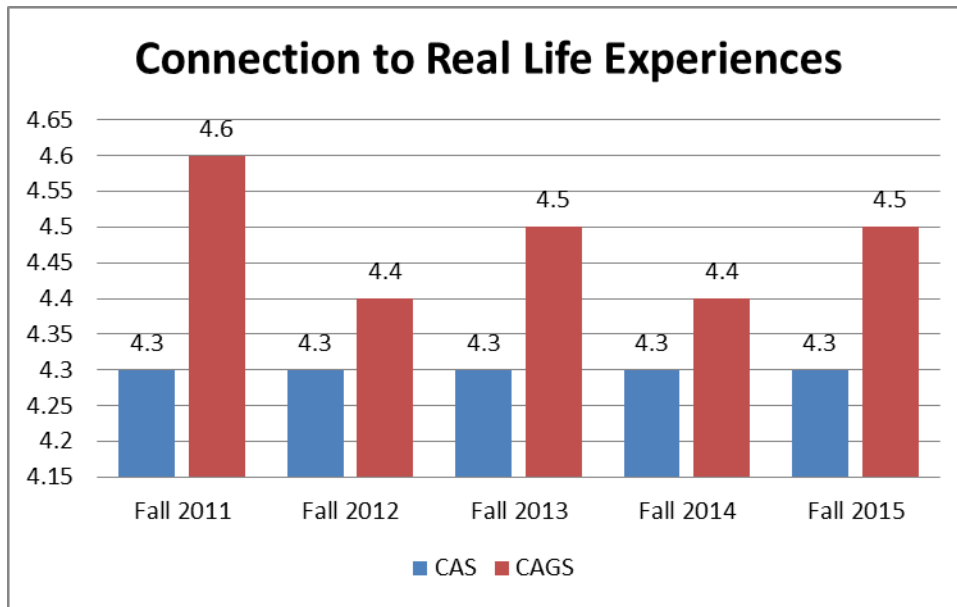
The search for truth is assisted with guidance that shapes our attempt to produce quality work that reflects truth. Students consistently report that faculty share quality feedback on their assignments, assisting them in correcting mistakes and supporting quality conclusions in their work.



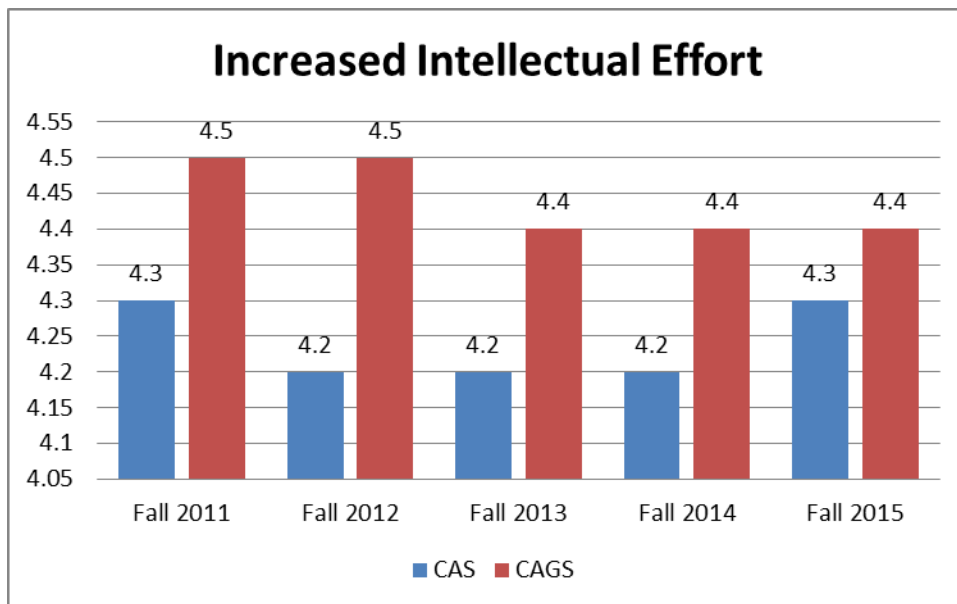
Truth is pursued in context with other disciplines in the liberal arts arena. Connections to other content areas strengthens the experience that our students have at NNU. Again, students consistently report that the integration of other disciplines occurs in their courses.



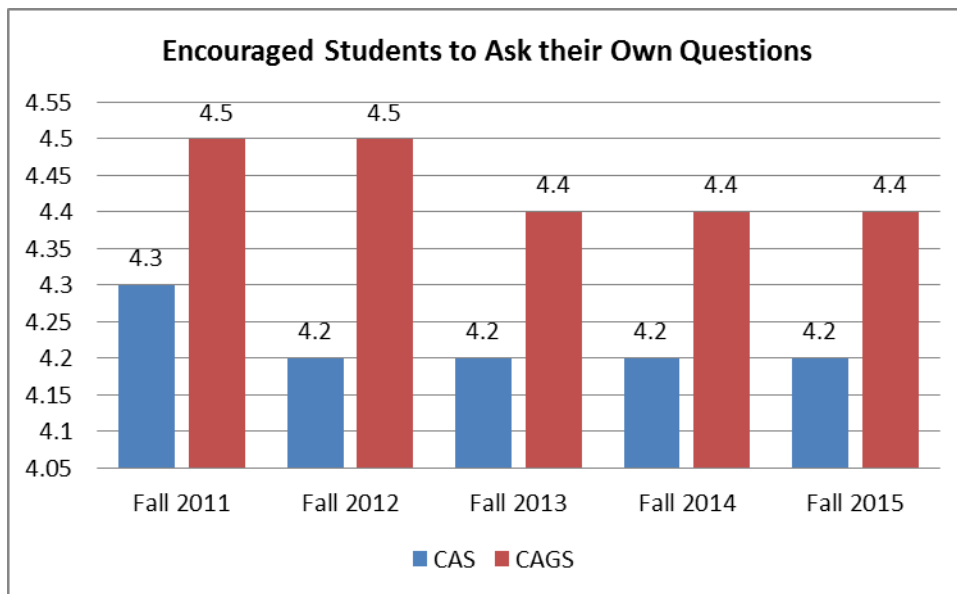
Similar to the previous question, connecting content to real life experiences enables students to see truth in the real-world. This application of truth in context is an essential part of the liberal arts experience. Students experience this connection consistently, especially in CAGS.



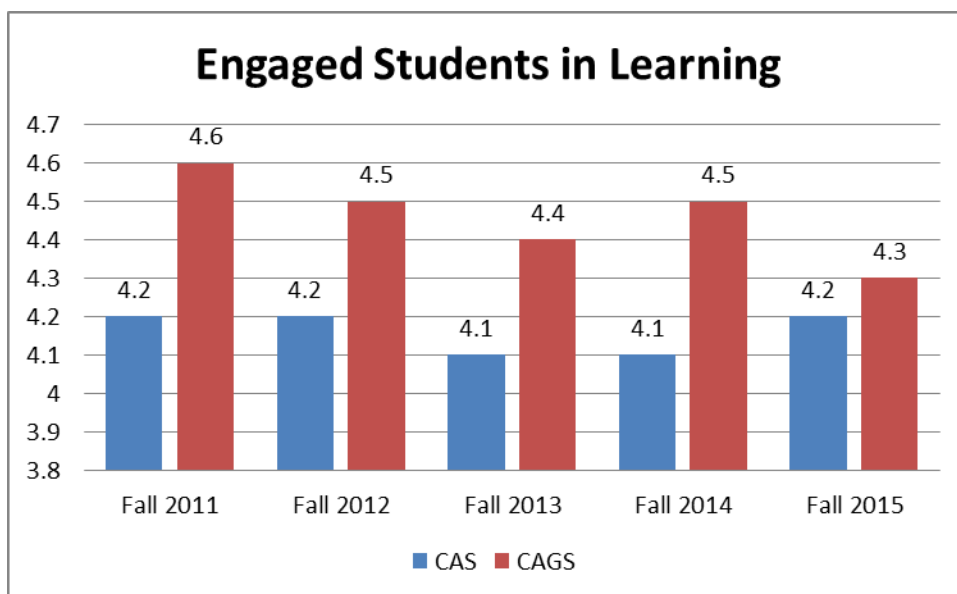
Increased intellectual effort is a reflection of learning challenging content or truth. In most cases, this occurs when knowledge is somehow used at higher levels of application such as synthesis and analysis. The scores for this element are quite strong across both colleges.



Creating environments where truth can be explored safely is vitally important on our campus. One way the University measures this is to ask students about their experience in asking questions in the classroom. Again, overall, students report very positively on this indicator, sharing that they are encouraged to ask their own questions.



The University seeks to engage students in their learning – this is the pursuit of truth. Consistent with the other questions aligned with measuring this objective, the responses are strong, reflecting student interaction with the content.



| Objective Two: NNU campus community members will be able to identify, locate, analyze, evaluate, use, and share information effectively and responsibly. | | | |
|---|---|---|---|
| | Indicator | Acceptable Threshold | Objective Achieved |
| 1 | Culminating writing assignments | 100% will complete ENGL1010 and ENGL3015 or “W” course | Yes; all students must successfully complete ENGL1010 and ENGL3015 or a “W” course to graduate |
| | Culminating discipline-specific (e.g. Capstone) papers and projects | 100% will complete at least one discipline-specific assignment | Yes; all students complete a capstone paper or project in their discipline prior to graduation |
| 2 | Use of Turnitin | 90% of originality reports with “24% or less” similarity | No; originality reports have ranged from 83% to 87% |
| 3 | NSSE | Undergraduate students score at or above the national and peer institution averages | Yes; for the most part, student scores are at or above the national and peer institution averages |

Assessment of Objective Two

Writing Course Assignments/Culminating Papers and Projects

Indicator one utilizes research/writing assignments required in GE courses throughout the [GE program](#) in which students demonstrate their ability to use academic resources and determine the reliability and truthfulness of information. In ENGL1030 University Writing and Research, faculty members require students to participate in sessions on how to effectively use library resources. The effective use of library resources is further reinforced in the ENGL3015 Topics in Writing courses and English courses with a “W” suffix that meet the GE requirement. Capstone papers and senior projects, the culminating experience for students in most departments, also provide opportunities for students to demonstrate their ability to identify, locate, analyze, evaluate, use, and share information effectively and responsibly.

With the exception of some transfer students who satisfy the GE requirement to take ENGL1030 and/or ENGL3015 or an English course with a “W” prefix, all NNU students must take these two courses, as well as a capstone course in their discipline in order to graduate. The assignments and projects in these courses require extensive research and effectively prepare students to identify, locate, analyze, evaluate, use, and share information effectively and responsibly. As discussed previously in this report, the CAS GEC is in the process of developing common rubrics to assess student work in these courses. In a pilot study of student research papers written for ENGL1030 during the fall 2015 semester, out of 126 papers, 28 were exemplary, 42 were at target, 43 were at minimum, and 13 scored below minimum on the GE assessment rubric. In all, 113 out of 126 (nearly 90%) met the minimum requirements indicating that students successfully demonstrated the ability to collect, synthesize, and communicate information in a coherent and meaningful way.

ENGL1030 Research Papers

| Section # | Below Minimum | Minimum | Target | Exemplary | TOTAL |
|-----------|---------------|---------|--------|-----------|-------|
| 1 | 5 | 6 | 5 | 4 | 20 |
| 2 | 1 | 5 | 6 | 7 | 19 |
| 3 | 0 | 5 | 6 | 5 | 16 |
| 4 | 1 | 7 | 2 | 5 | 15 |
| 5 | 0 | 5 | 7 | 6 | 18 |
| 6,7 | 6 | 15 | 16 | 1 | 38 |
| TOTALS | 13 | 43 | 42 | 28 | 126 |

Turnitin

Turnitin is a feedback tool used by faculty and students at NNU to help students become better writers and serves as an indicator that students are able to use and share information effectively and responsibly. A primary function of Turnitin is to compare student submissions with an extensive database of sources to determine the potential level of plagiarism that exists within the paper. The lower the percentage on the originality report, the greater the likelihood that the paper contains original or properly-cited content. As a target for meeting Objective Two, the University has established an acceptable threshold that 90% of student submissions will have an originality score of less than 25%. The tables below provide data for student submissions over the past two years. For 2014-15, 87.3% of student submissions had an originality score of less than 25%, while this past year the number decreased to 83.2%. This represents a slight downward trend and is something that we will continue to monitor; however, at this point there is not enough longitudinal data to establish whether this is a trend.

Turnitin Report August 2014 – June 2015

| Instructors | Students | Originality Reports | 75-100% | 50-74% | 25-49% | 1-24% | No Matches |
|-------------|----------|---------------------|-------------|-----------------|-----------------|-------------------|----------------|
| 537 | 3,485 | 25,268 | 501 (2%) | 1,126 (4.5%) | 1,587 (6.2%) | 13,980 (55.3%) | 8,074 (32%) |

Turnitin Report August 2015 – June 2016

| Instructors | Students | Originality Reports | 75-100% | 50-74% | 25-49% | 1-24% | No Matches |
|-------------|----------|---------------------|---------------|-----------------|-----------------|-------------------|-------------------|
| 546 | 2,289 | 28,535 | 821 (2.8%) | 1,578 (5.5%) | 2,409 (8.4%) | 12,327 (43.3%) | 11,399 (39.9%) |

National Survey of Student Engagement (NSSE)

For the Truth core theme, the AAC has identified the following themes and questions as indicators that support and give insight into the degree to which this objective is met.

Higher Order Learning:

- 4b. Applying facts, theories, or methods to practical problems or new situations
- 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- 4d. Evaluating a point of view, decision, or information source
- 4e. Forming a new idea or understanding from various pieces of information

Quantitative Reasoning:

- 6a. Reached conclusions based on your own analysis of numerical information
- 6b. Used numerical information to examine real-world problem or issue
- 6c. Evaluated what others have concluded from numerical information

In 2014, the ratings for NNU first-year students for the higher order learning theme were slightly below first-year students at Rocky Mountain private institutions, but equivalent with the entire Carnegie class. The ratings for NNU seniors were slightly above those at Rocky Mountain private institutions and the entire Carnegie class. NNU first-year students had a mean score of 39.1 in comparison to Rocky Mountain private university first-year students who had a mean score of 40.3. The mean score for the entire Carnegie class was 39.1. For seniors, the NNU mean score was 42.9, compared to 41.9 for Rocky Mountain privates and 41.6 for the Carnegie class.

In 2015, the ratings for NNU first-year and senior students for the higher order learning theme were consistently higher than first-year and senior students at CCCU and Carnegie class institutions, although the margins were not significantly different. NNU first-year students had a mean score of 39.6 in comparison to CCCU first-year students who had a mean score of 39.0. The mean score for the entire Carnegie class was 39.3. For seniors, the NNU mean score was 43.0, compared to 42.2 for CCCU institutions and 41.7 for the Carnegie class.

In 2014, the ratings for NNU first-year and senior students for the quantitative reasoning theme were both below first-year students at Rocky Mountain private institutions. First-year students also scored below all students at Carnegie class institutions; however, the seniors' ratings were the same as students at Carnegie class institutions. NNU first-year students had a mean score of 23.9 in comparison to Rocky Mountain private university first-year students who had a mean score of 27.8. The mean score for the entire Carnegie class was 27.0. For seniors, the NNU mean score was 29.3, compared to 31.2 for Rocky Mountain privates and 29.3 for the Carnegie class.

In 2015, the ratings for NNU first-year and senior students for the quantitative reasoning theme were both considerably higher than first-year and senior students at CCCU institutions, with the senior students' difference being significantly higher ($p < .05$). NNU first-year students had a mean score of 27.5 in comparison to CCCU first-year students who had a mean score of 25.2. The mean score for the entire Carnegie class was 27.7. For seniors, the NNU mean score was 31.5, compared to 27.8 for CCCU institutions and 30.0 for the Carnegie class.

In terms of specific questions, NNU first-year students rated that they "applied facts, theories, or methods to practical problems or new situations" 6% higher than their peers at CCCU institutions. They also reported that they "reached conclusions based on their own analysis of numerical information" 12% higher than their peers at CCCU institutions. Their ratings for "using numerical information to examine a real-world problem or issue" and "evaluated what others have concluded from numerical information" were both 7% higher than their peers at CCCU institutions. NNU seniors' ratings were higher for than CCCU institutions for all seven of the questions related to higher order learning and quantitative reasoning, with "using numerical information to examine a real-world problem or issue" being the 9% above their peers at CCCU institutions.

These NSSE findings indicate that NNU students are quite strong in their higher order learning and quantitative reasoning skills and generally perform at or above their peers at other institutions in these areas.

Core Theme Three: Community

NNU is a community of faith and learning whose members teach, challenge, and encourage each other to grow intellectually and spiritually. At the traditional undergraduate level, we believe that education flourishes in community through co-curricular learning and living experiences that enrich and reinforce academic learning. At the graduate level and in our non-traditional undergraduate programs, we believe community is created and nourished through intentional interactions via a variety of media and in purposeful investment in building relationships. The process of transformation, the exploration of truth and the expression of service should not occur in a vacuum. Community forms, reinforces, corrects, and propels our academic endeavors and therefore manifests an essential element of the Mission Statement.

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.

The community which NNU aspires to be was shaken in spring 2015 with a faculty vote of no confidence in the presidency. In the months that followed, President Alexander resigned and Mr. Joel Pearsall was appointed interim president. Since June 2015, three executive positions have been vacated (the VPAA was appointed interim president, the VPAA was elected as president of the University of Pikeville, and the VPAA resigned in March 2016 to focus more time on her family and health). In March 2016, the [Board of Trustees](#) elected Mr. Joel Pearsall as the University's 13th president (Mr. Pearsall served as the interim) retroactively effective June 1, 2015. President Pearsall appointed Dr. Edwin Robinson to serve as VPAA through June 2017. Dr. Robinson had been a member of the NNU Faculty since 2011, having come to NNU following his service as president at MidAmerica Nazarene University. President Pearsall also appointed Mr. Mark Wheeler, NNU's Associate Vice President for Development, to serve as interim leader of the university advancement sector. The election of President Pearsall and the appointments of both Mr. Wheeler and Dr. Robinson were received positively by faculty, staff, trustees, and external constituents of the University.

The University recognizes that "Community" has suffered greatly in this transition and has secured an outside agency to support us as we endeavor to rebuild a community of trust and collegiality. Venture International (VI), and in particular, Curt Bechler, has consulted with the President's Cabinet, the [Board of Trustees](#), faculty, and staff. Together with these stakeholders, VI has outlined a plan to move forward with purposeful intent to rebuild a strong community and address key underlying issues that contributed to the significant disruption in culture and community in spring 2015.

VI conducted a campus-wide [organizational assessment](#), as well as a [Board assessment](#), in fall 2015 to assist in defining key issues. Over 270 (90%) campus employees participated in the assessment. On a scale of 1-10 (10 being high), participants were hopeful (7.7) and willing to participate in change (8.6). In addition, there was a strong desire to improve internal communication (7.4) and civility and respect (7.4) on campus. While employees expressed a degree of optimism, this [organizational assessment](#) elevated some key concerns in which the NNU community is currently engaged in addressing, including civility and respect, tenure, academic freedom, Nazarene Identity, and shared governance.

Several key groups of stakeholders have convened to support the University in this comprehensive plan:

- The [Steering Committee](#)
- District Superintendents and the faculty of the School of Theology and Christian Ministry
- [Shared Governance Task Force](#) with faculty and Board of Trustee representation

The [Steering Committee](#) is composed of four faculty and five staff, and is facilitated by two vice presidents. The charge given to the [Steering committee](#) was to oversee and guide the progress of the campus, particularly in relationship to leading focused discussions regarding civility and respect. In

addition, the [Steering Committee](#), using the organizational assessment, has been tasked with determining if there are other issues that the University should address, and if necessary, to provide oversight to those issues.

The faculty of the School of Theology and Christian Ministry and the seven District Superintendents from the northwest region are charged with clarifying what it means to be a Nazarene Institution, what it means to have a Nazarene Identity, and what theological parameters are helpful in teaching and learning. This group has been facilitated by Curt Bechler with assistance from local pastor and church leader, Scott Daniels. The group has met several times and is making progress in understanding roles, identifying key issues to explore, and building relationships.

The [Shared Governance Task Force](#) of faculty and trustees (co-chaired by a faculty member and a trustee) is tasked with defining shared governance, identifying where shared governance is working and where it needs to be strengthened or changed, discussing academic freedom and tenure in light of Nazarene identity and mission, and identifying recommendations for the campus to review. This task force shared its updates and progress at the summer Board Retreat and the first of the year Faculty Workshops.

A more comprehensive description of the work of these groups is explained in our response to Recommendation Two earlier in this report. The University is fully engaged in focusing on this core theme and remains committed with hope that progress is being made.

While the sense of “community” among a number of stakeholder groups has been significantly challenged in the past 18 months, our on-campus students have experienced limited negative impact. The student development sector has monitored this closely and consistently reports that students continue to experience community among themselves and within the greater campus community very positive manner. While this is primarily based on anecdotal data, the facts that student enrollment remains stable and retention rates as well as the number of students living on campus continues to be high provides evidence that students enjoy the sense of community they experience at NNU.

This core theme has two identified objectives each with multiple indicators. The AAC recognizes that these objectives are a challenge to quantify and have worked to be intentional about choosing appropriate indicators to assess the objectives.

| Objective One: NNU campus community members will live balanced lives of personal integrity, stewardship, and accountability. | | | |
|---|---|---|---|
| | Indicator | Acceptable Threshold | Objective Achieved |
| 1 | Institutional Ethos Survey | 75% of faculty and staff agree or strongly agree with identified question | No; mean score for faculty is 41% and staff is 67% |
| 2 | Institutional Assessment by Venture International | Mean score for faculty and staff of 3 or better (5 point Likert Scale) | Yes; mean score for faculty is 4.02 and staff is 3.82 |
| 3 | NSSE | Undergraduate students score at or above the national and peer institution averages | Yes; for the most part, student scores are at or above the national and peer institution averages |
| 4 | Chapel/Convocation Attendance | 95% of undergraduate students meet “90% or better” chapel attendance requirement | No; only 79% met chapel attendance requirement in 2015-16 |

Assessment of Objective One

Institutional Ethos Survey

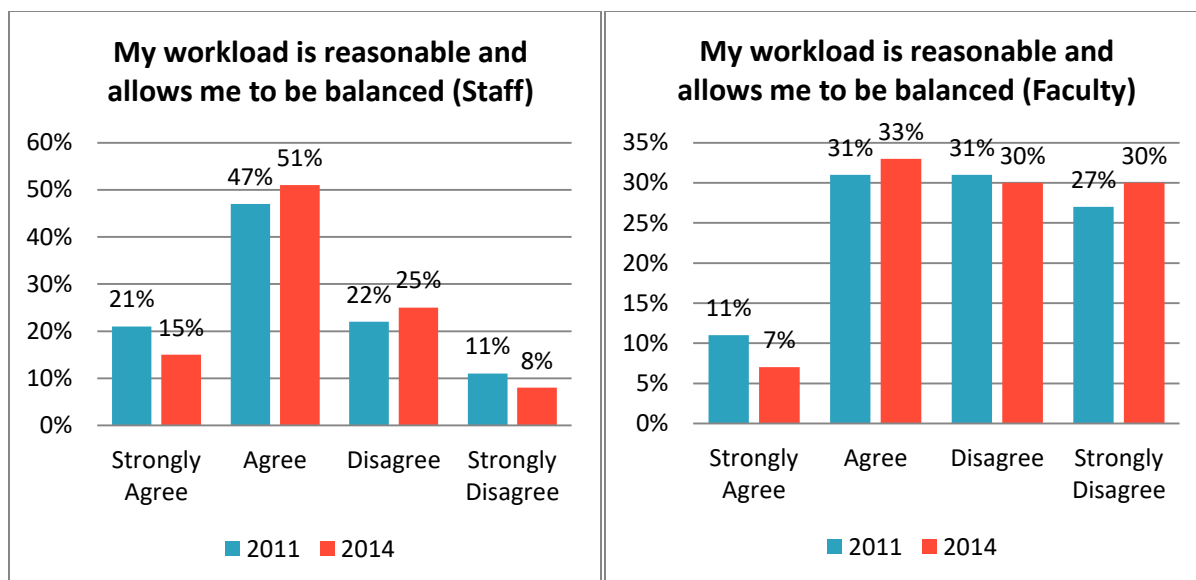
In the past five years, campus employees and stakeholders have participated in two institutional ethos surveys, as well as a more recent survey that measured the campus climate. In 2011, the [Board of Trustees](#) contracted with an outside evaluator to conduct an [Institutional Ethos survey](#). The first survey was conducted in fall 2011 with [quantitative](#) and [qualitative results](#) reported in 2012. The initial survey used a stratified random sampling of faculty and staff. The survey was sent to 60% of the staff and faculty. The final participation represented 41% of the faculty (60 participants) and 42% of the staff (81 participants). In 2014, NNU employees were asked to participate in a [“Doing Well, Getting Better” survey \(qualitative summary\)](#), which was a replication of the [Institutional Ethos Survey](#). Participants included 94 (60%) faculty members and 121 (73%) staff members.

Questions from the [Institutional Ethos Survey](#) were aligned with the core themes. In particular, the life balance question, “My workload is reasonable and allows me to balance professional and personal portions of my life” was identified to align with this first objective for the community core theme. Rubrics were created by the third party evaluator to objectively evaluate the institution’s effectiveness with key areas. The following rubric item relates to the life balance question.

Life Balance

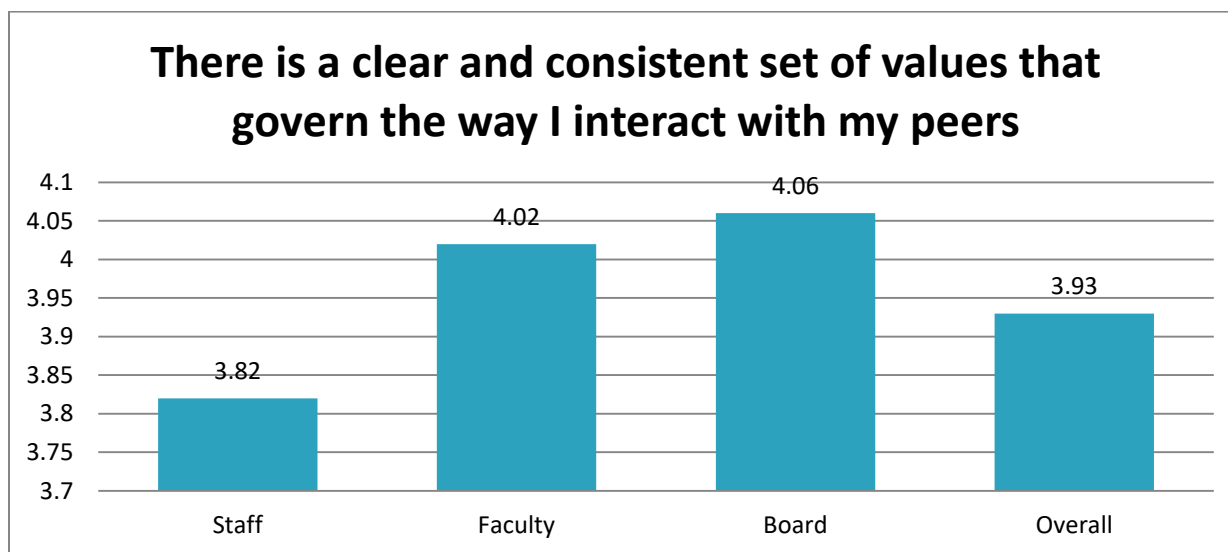
| | | | |
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| Life balance | Employees report that it is difficult to achieve work/life balance and/or that the University does not encourage life/work balance | Employees are aware of life/work balance issues and are engaged in seeking and maintaining balance | University offers life/work balance training, has policies that encourage balance and encourages employees to be balanced in their personal and professional lives |
|---------------------|--|--|--|

The majority of staff agreed that their workload was reasonable and balanced in both 2011 and 2014 (68%, 66%). However, the majority of faculty disagreed that their workload was balanced (58% in 2011, and 60% in 2014). These numbers for both groups remained fairly consistent from 2011 to 2014.



Institutional Assessment by Venture International

A life of integrity is lived with a personal set of values. One of the questions on the VI [organizational assessment](#) asked employees to indicate if, as they interacted with others, they followed a clear and consistent set of values. The impetus of this question was to explore the extent to which interactions on campus are civil and respectful. Each stakeholder group had an average response above 3.8 on the 5 point Likert scale, and the overall average was 3.93, indicating that employees feel they live lives of personal integrity and accountability.



National Survey of Student Engagement (NSSE)

To help assess this objective, the AAC identified the following theme and questions as indicators that support and give insight into how well the University meets this objective.

Collaboration:

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students

- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments

In 2014, the ratings for NNU first-year students for the collaboration theme were significantly higher than first-year students at Rocky Mountain private institutions. NNU first-year students had a mean score of 35.0 in comparison to Rocky Mountain private university first-year students who had a mean score of 29.8. The mean score for the entire Carnegie class was 31.1. For seniors, the NNU mean score was 32.7, compared to 34.0 for Rocky Mountain privates and 31.3 for the Carnegie class.

In 2015, the ratings for NNU first-year and senior students for the collaboration theme were both significantly higher than first-year and senior students at CCCU institutions. NNU first-year students had a mean score of 39.5 in comparison to CCCU first-year students who had a mean score of 34.1. The mean score for the entire Carnegie class was 31.8. For seniors, the NNU mean score was 36.6, compared to 32.9 for CCCU institutions and 32.6 for the Carnegie class. The NNU first-year student mean score of 39.5 ranked in the top 10% of all Carnegie class institutions.

In terms of specific questions, NNU first-year students rated that they “Asked another student to help you understand course material” 18 percentage points higher than their peers at CCCU institutions. NNU first-year students and senior students were both 16 percentage points higher than CCCU students in their ratings of “Preparing for exams by discussing or working through course material with other students.” NNU first-year students also rated that they “Explained course material to one or more students” 13 percentage points higher than their peers at CCCU institutions.

These NSSE findings indicate that NNU students are very strong in their ability to collaborate with others and excel in this area to a greater degree than students at other peer institutions.

Chapel/Convocation Attendance

All undergraduate students are encouraged to attend regularly scheduled chapel/convocation services. Such attendance encourages a sense of community, stewardship, and accountability among our students. Full-time traditional undergraduate students are required to attend 32 chapel/convocation services each semester. Part-time and non-traditional students, as well as students with special circumstances may qualify for chapel attendance reductions. While the University is committed to the value of gathering as a whole community in MWF chapels, we also believe there is value in allowing freedom of choice in preferences and times. Therefore, alternative community-building options are approved by the Chaplains’ Office and include student-led Wednesday evening worship services, ministry clubs, small groups, organized times of prayer, and additional opportunities designated by the Chaplains. Beginning fall 2016, 31% (10 out of 32) of a student's attendance at chapel/convocations may be met by attending these alternative options.

Chapel/convocation attendance is one of the strategic indicators identified on the institutional [balanced scorecard](#). The established benchmark for this indicator is that 95% of our students will meet the attendance requirement at “90% or better.” Since we began collecting data on this indicator in 2012, the percent of students meeting the “90% or better” benchmark has consistently ranged from 91% to 93%. However, during the 2015-16 school year, this number dropped significantly and only 79% of undergraduate students met the “90% or better” attendance requirement. It is too early to tell whether this past year was an anomaly, but the chaplain’s office in collaboration with student development has made changes in the chapel schedule and programming for this coming year to help address this drop in student attendance.

| Objective Two: NNU campus community members will create a positive institutional atmosphere where members feel valued. | | | |
|---|---|---|---|
| | Indicator | Acceptable Threshold | Objective Achieved |
| 1 | Institutional Ethos Survey | 75% of faculty and staff agree or strongly agree with identified questions | No; agreement with questions is consistently less than 75% |
| 2 | Institutional Assessment by Venture International | The mean score for staff, faculty, Cabinet, and Board is a 3 or better (5 point Likert Scale) | Yes and No; a majority of the scores are 3 or better; however, in some instances they are less than 3 |
| 3 | NSSE | Undergraduate students score at or above the national and peer institution averages | Yes; for the most part, student scores are at or above the national and |
| 4 | End-of-course Evaluations | The mean score reported by students is a 4 or better (5 point Likert Scale) | Yes; scores are consistently above 4 out of 5 |

Assessment of Objective Two

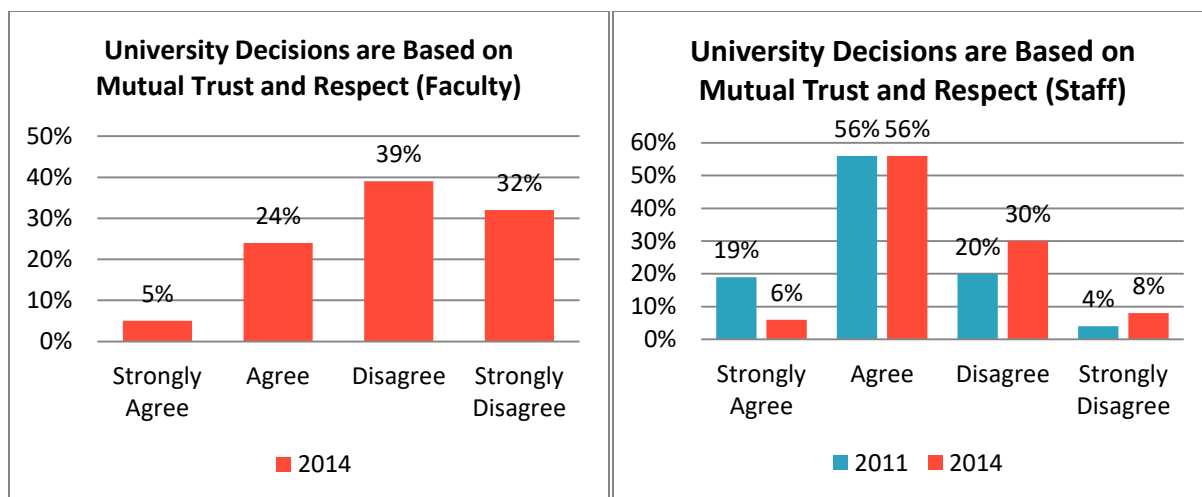
Institutional Ethos Survey

As explained previously, key questions from the [Institutional Ethos Survey](#) were aligned with the four core themes. Seven questions were identified that correspond with this objective. Rubrics were constructed to evaluate the strength of the results from the survey questions. Two such rubrics were identified to help assess this objective: Trust and Decision-making.

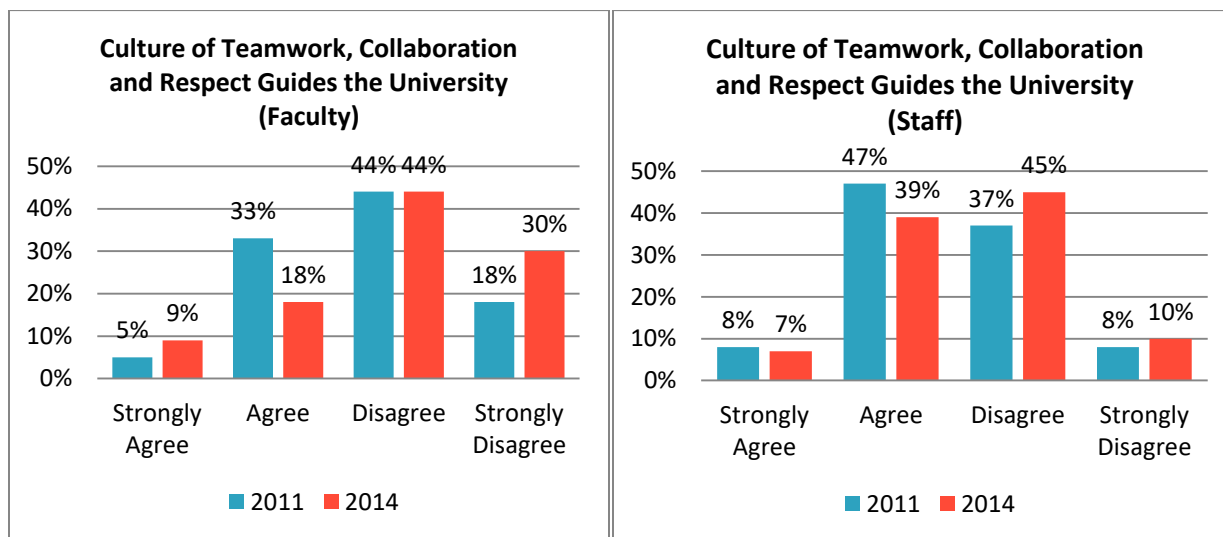
Trust

| | | | |
|--------------|--|--|---|
| Trust | Faculty and staff do not trust administration to act in the best interest of the University, Administration do not trust faculty to be good managers of time and resources | Interactions between faculty and administration are based on trust and mutual respect. Each group acts in the best interest of the University. | Interactions between and among groups are collaborative and productive, an ethos of teamwork dominates the University, each understands their role in the "body" and works for the benefit of others. |
|--------------|--|--|---|

The University lost ground in 2014 on the indicators designed to measure trust from the staff perspective. In 2011, 75% of staff members agreed or strongly agreed that university decisions were based on mutual trust and respect. Only 62% responded favorably to this question in 2014. Results from 2011 are not available, but in 2014, 71% of the faculty disagreed or strongly disagreed with this question.



The University has agreed that a key characteristic of trust is a culture of teamwork, collaboration, and respect. Again, the trend for this question was not positive after the 2014 results, with 74% and 55% of faculty and staff respectively reporting disagreement or strong disagreement. Staff members were more generally split in their opinion, with faculty more unified in their perception related to teamwork, collaboration, and respect.

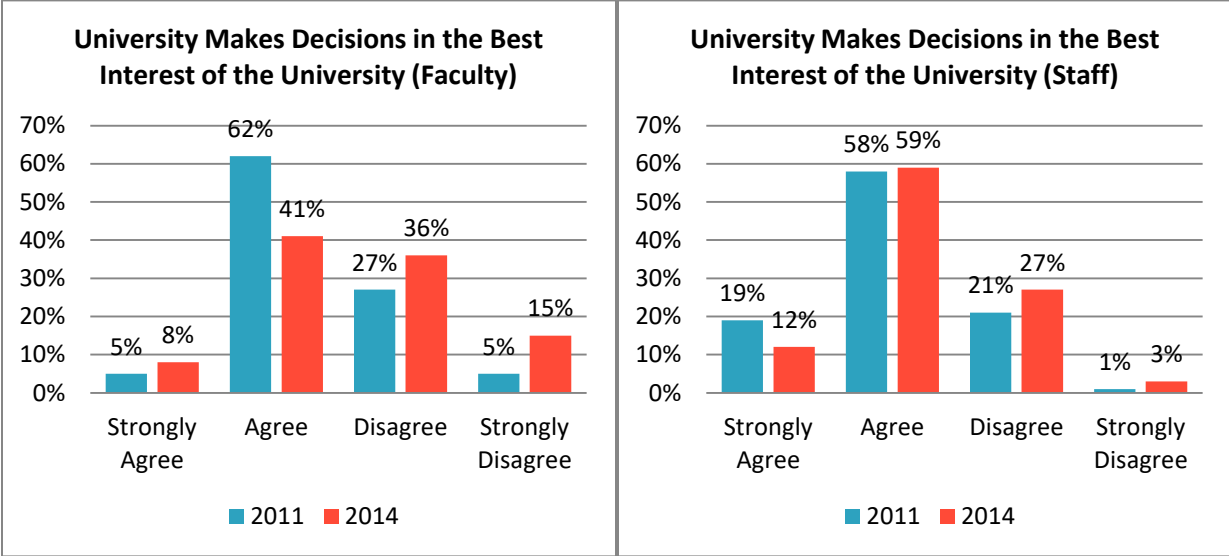


Decision-making

A key component of a positive working environment is the extent to which input is valued and sought in key decisions. In addition, an institution that values employees seeks to communicate key decisions and rationale for decisions. The following rubric was created to measure the extent to which decision making contributed to community at NNU.

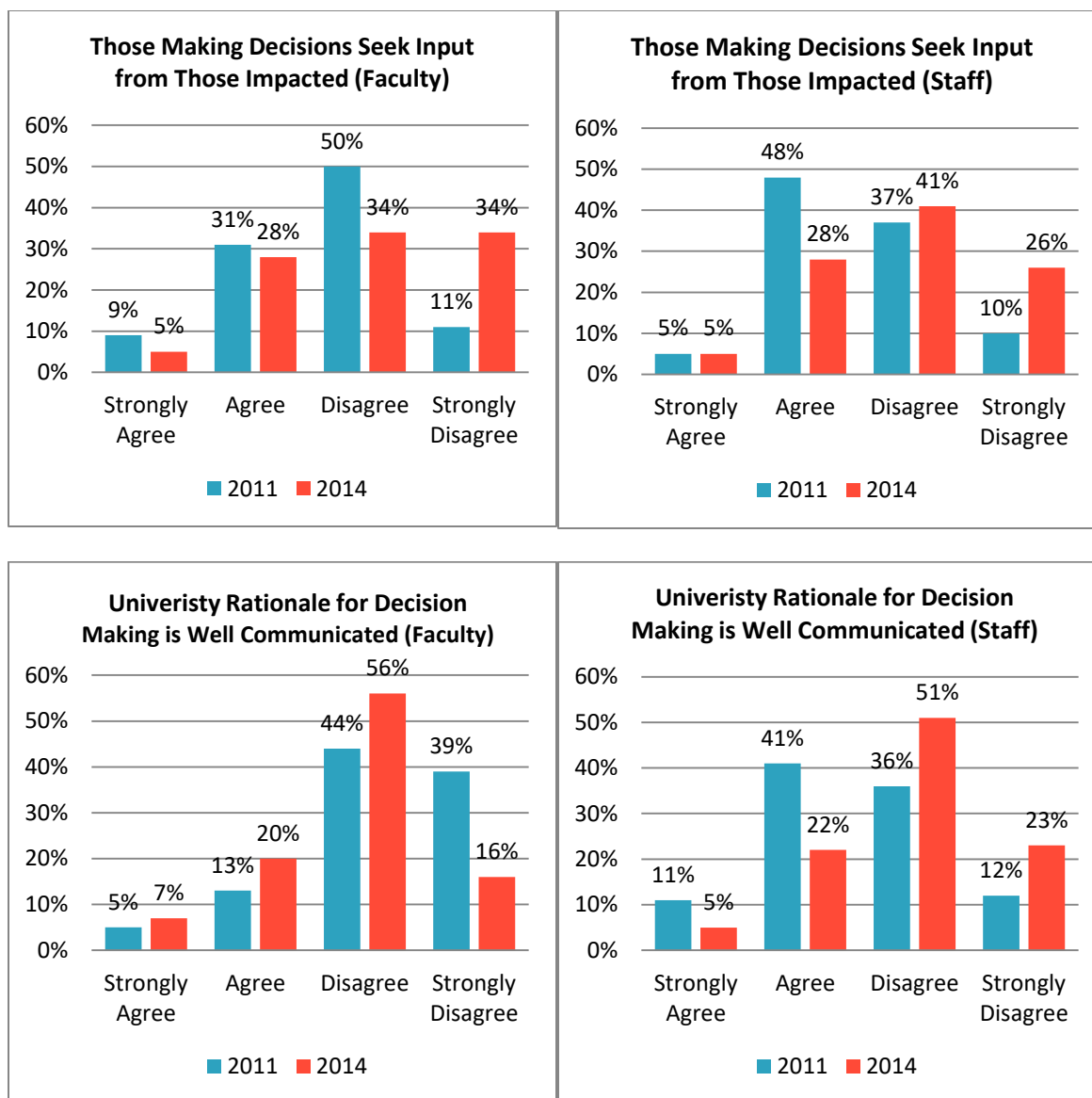
| | | | |
|------------------------|--|--|---|
| Decision making | Decision making is arbitrary and capricious, there is little input sought from those affected by key decisions | Whenever possible input is consistently sought before key decisions are made | In addition to seeking input prior to the conclusion of the decision making process, rationale is provided for key decisions and communicated to the campus community |
|------------------------|--|--|---|

In a community where employees are valued, input is consistently sought, decisions are made in the best interest of the institution as a whole, and employees work together for the good of the University.

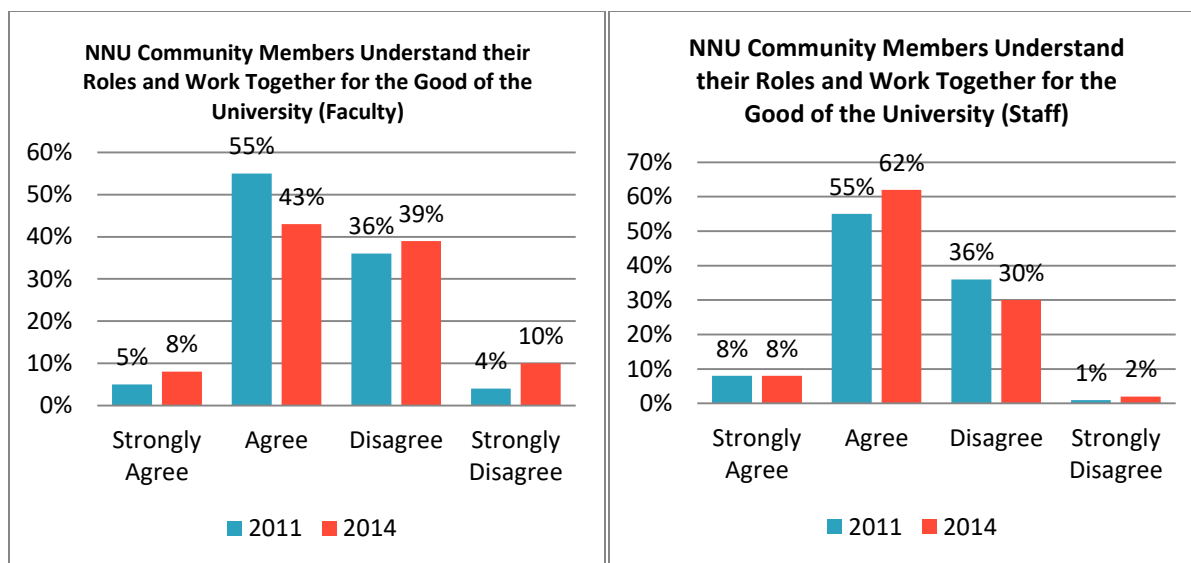


From a faculty perspective, “Making Decisions in the Best Interest of the University” moved from 67% agreement in 2011 to less than 50% agreement in 2014. This perception, although less positive in 2014, was not as strong among staff and was still more than 70% in agreement.

The following charts attempt to represent the inclusion of impacted members of the community in key decisions and the ability of the University to communicate the rationale of key decisions. In both sets of questions and in both faculty and staff perception, the University trend from 2011 to 2014 was negative.

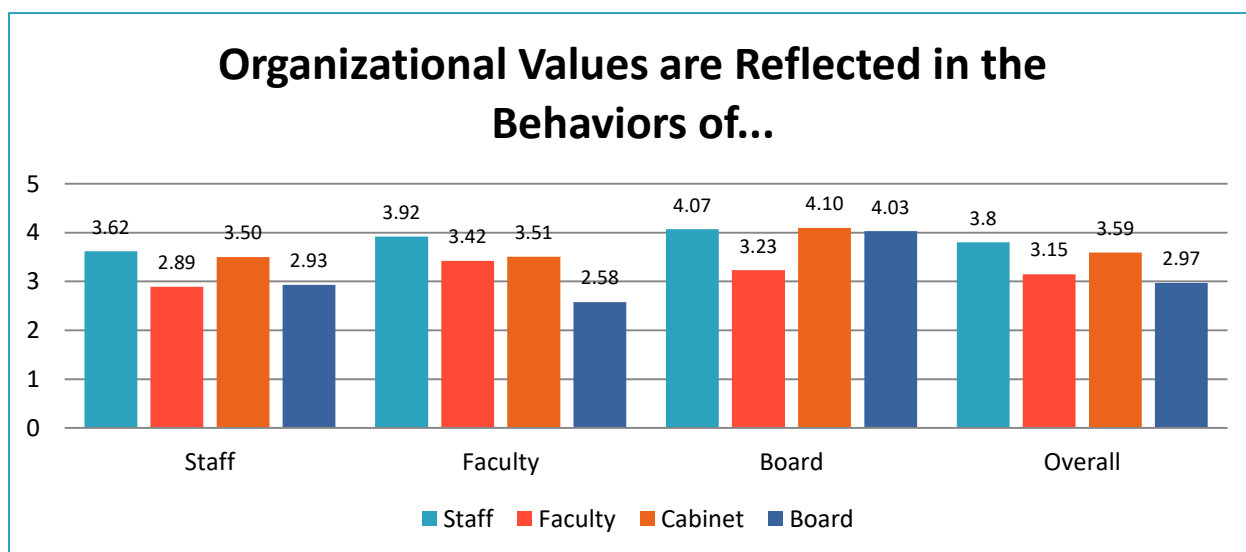


The last indicator from the [Institutional Ethos Survey](#) that was aligned to the community core theme was the ability of employees to understand their role and their perception that they contributed to overall good of the University. Staff actually felt they had more clarity in their roles from 2011 to 2014, while faculty felt less certain about their role and how it contributed to the overall good of the University.

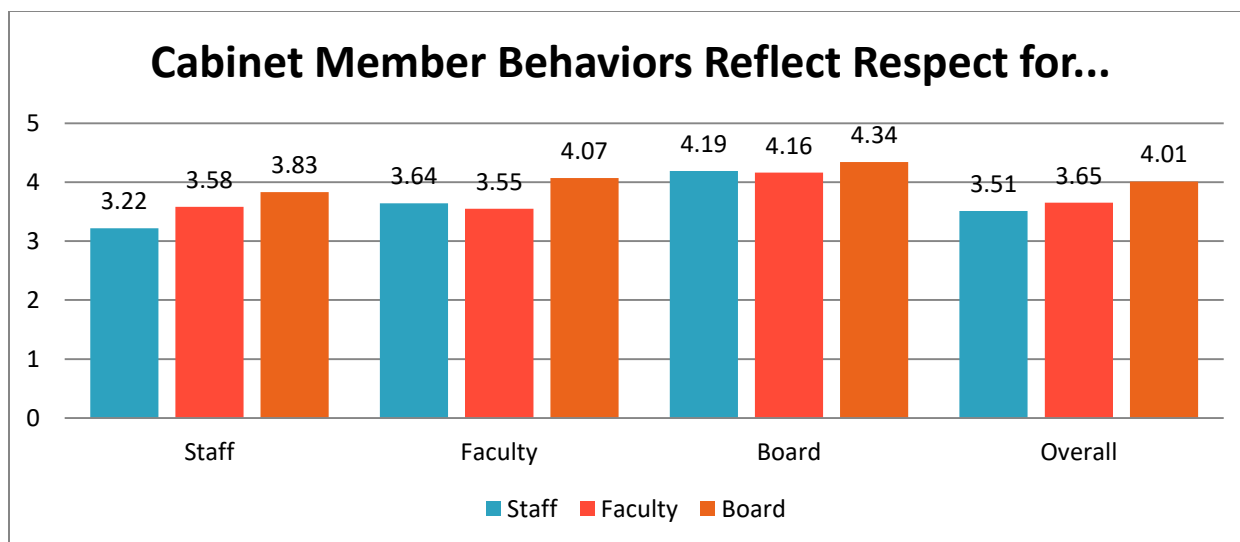


Venture International Institutional Assessment

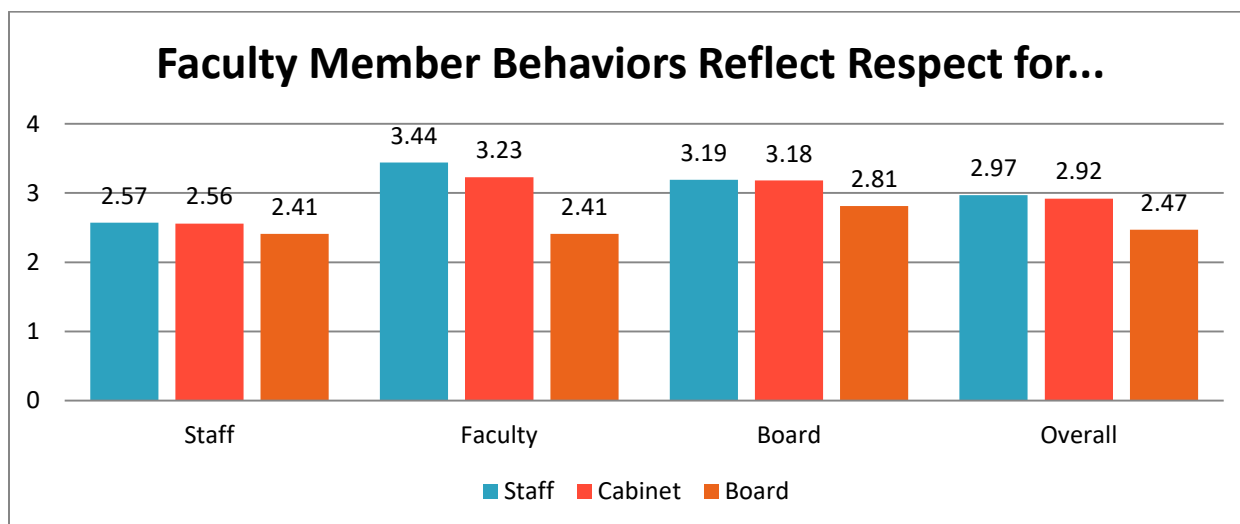
Several questions from the [organizational assessment](#) by VI were used to measure the degree to which NNU campus community members create a positive institutional atmosphere where members feel valued. One question asked each of the stakeholder groups—staff, faculty, Cabinet, and Board—to rate how well the organizational values are reflected in the behaviors of each of the groups. Another set of questions asked each of the stakeholder groups to evaluate the degree to which the behavior of each group reflects respect for the other groups. Finally, each group was asked to rate the perceived morale of each of the other groups. These questions were designed to have parallel questions to the [Institutional Ethos Survey](#), or at the very least, follow up on areas of weakness from the previous surveys.



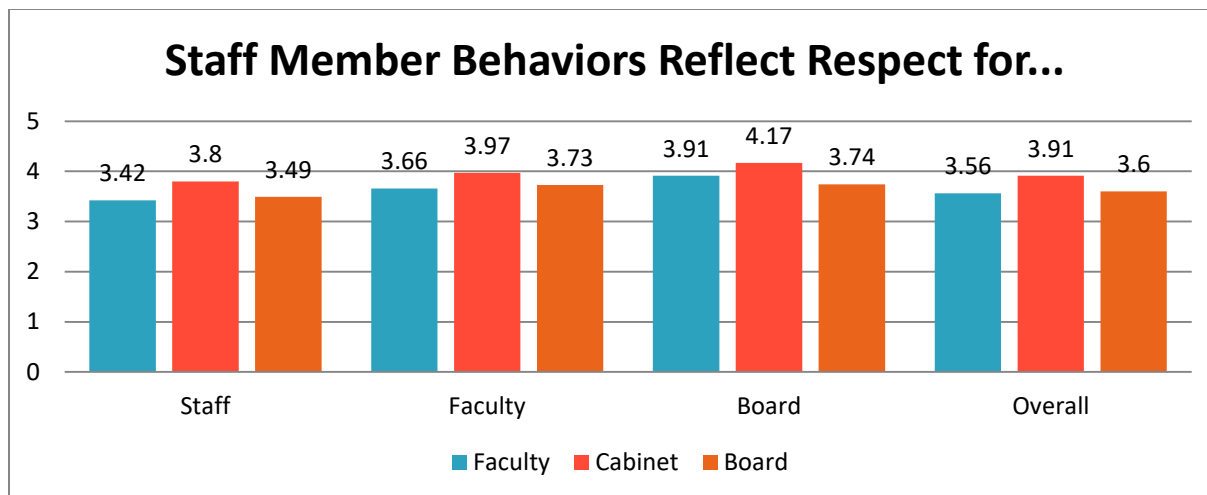
Behaviors that demonstrate respect for others are a key indicator of a positive environment. The VI survey asked several questions related to the behaviors of various stakeholder groups. The chart below reports the perception of staff, faculty, Cabinet, and Board members when asked if the behavior of Cabinet members reflect respect toward staff, faculty, and Board members. Overall, employees felt that members of the Cabinet reflected respect for the Board more than they demonstrated respect towards staff.



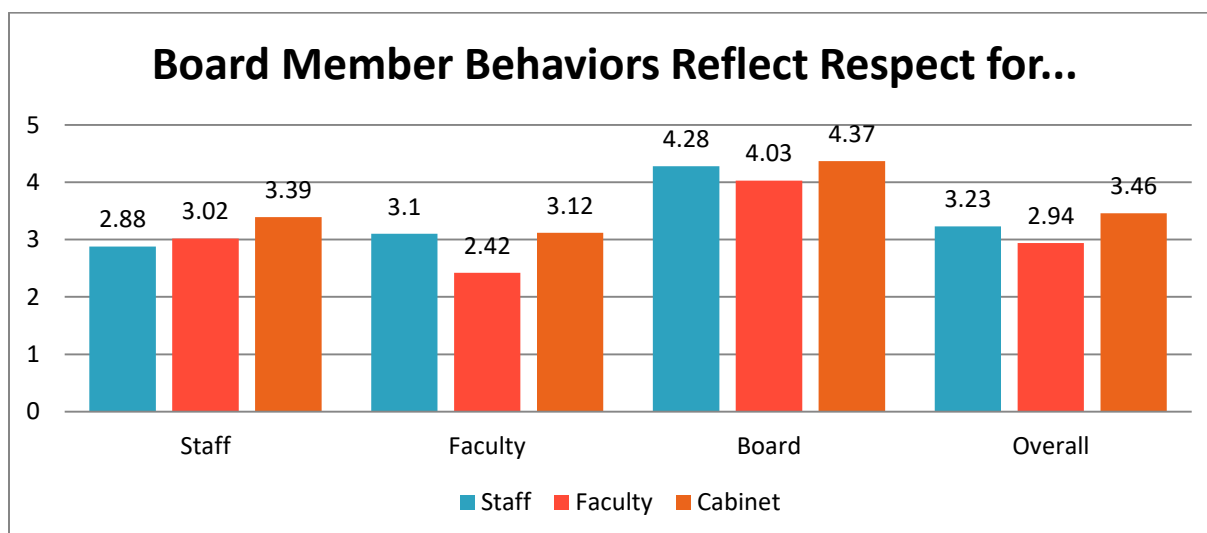
Faculty member behaviors were perceived as less respectful toward staff. Board members in particular rated faculty behavior toward staff, other faculty, and Board members at lower rates. Overall, perception of faculty behavior had a mean of less than 3.



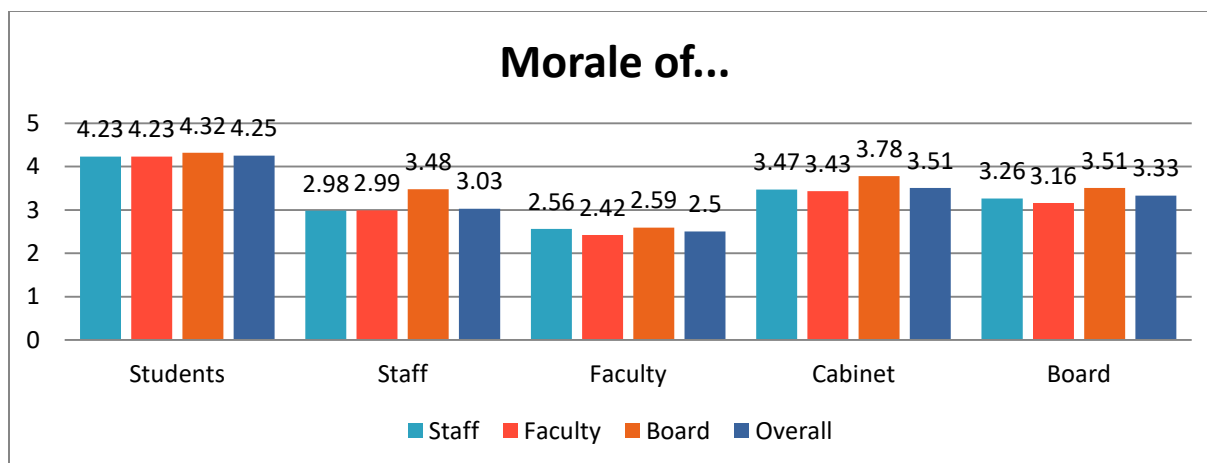
Overall, staff members were perceived as demonstrating behaviors that reflect respect at higher rates than other stakeholder groups. The Cabinet in particular rated staff behaviors at higher rates than other sub groups.



Board members were perceived to have a high degree of respect for each other, but less respect for the employees of the University. The Board was perceived as reflecting more respect toward staff than towards faculty.



As stakeholders were asked how they viewed the morale of the various groups, faculty were perceived to have the lowest morale, with an overall mean of only 2.5. Morale of students was perceived quite high with an average of 4.25.



National Survey of Student Engagement (NSSE)

The AAC identified the following themes and questions from the NSSE instrument as indicators that support and give insight into this objective.

Student-Faculty Interaction

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

Quality of Interactions

- 13a. Students
- 13b. Academic advisors
- 13c. Faculty
- 13d. Student services staff (career services, student activities, housing, etc.)
- 13e. Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

- 14b. Providing support to help students succeed academically
- 14c. Using learning support services (tutoring services, writing center, etc.)
- 14d. Encouraging contact among students from different backgrounds ((social, racial/ethnic, religious, etc.)
- 14e. Providing opportunities to be involved socially
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
- 14h. Attending campus activities and events (performing arts, athletic events, etc.)
- 14i. Attending events that address important social, economic, or political issues

Satisfaction with NNU

- 18. How would you evaluate your entire educational experience at this institution?
- 19. If you could start over again, would you go to the same institution you are now attending?

Among the highlights of the 2014 report were that NNU first-year students rated “Interactions with academic advisors” 22 percentage points higher than first-year students at Rocky Mountain private institutions and “Quality of interactions with faculty” was rated 14 percentage points higher. For NNU

seniors, they rated “Institutional emphasis on encouraging contact among students from different backgrounds” 17 percentage points higher than seniors at Rocky Mountain private institutions. Of concern was that NNU seniors rated “Quality of interactions with other students” 7 percentage points lower than seniors at Rocky Mountain private institutions.

One of highlights of the 2015 report was that NNU senior students, they rated that the discussed course topics, ideas, or concepts with a faculty member outside of class 13 percentage points higher than seniors at CCCU institutions. Of concern was that NNU seniors rated “Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)” 12 percentage points lower than seniors at CCCU institutions and they rated “Attending events that address important social, economic, or political issues” 9 percentage points lower.

In 2014, the ratings for NNU first-year and senior students for the Student-Faculty Interaction theme were significantly higher than first-year and senior students at Rocky Mountain private institutions. NNU first-year students had a mean score of 21.3 in comparison to Rocky Mountain private university first-year students who had a mean score of 16.7. The mean score for the entire Carnegie class was 20.3. For seniors, the NNU mean score was 26.0, compared to 22.0 for Rocky Mountain privates and 23.2 for the Carnegie class.

In 2015, for the Student-Faculty Interaction theme, NNU first-year students had a mean score of 22.4 in comparison to CCCU first-year students who had a mean score of 20.9. The mean score for the entire Carnegie class was 20.7. For seniors, the NNU mean score was 28.8, compared to 26.2 for CCCU institutions and 23.9 for the Carnegie class. Our strong scores indicate that NNU students and faculty excel in this area.

In 2014, the ratings for NNU first-year students for the Quality of Interactions theme were significantly higher than first-year students at Rocky Mountain private institutions. NNU first-year students had a mean score of 47.4 in comparison to Rocky Mountain private university first-year students who had a mean score of 43.9. The mean score for the entire Carnegie class was 41.4. For seniors, the NNU mean score was 45.3, compared to 44.1 for Rocky Mountain privates and 42.9 for the Carnegie class. Our strong scores indicate that NNU students and faculty excel in this area.

In 2015, the ratings for NNU seniors for the Quality of Interactions theme were significantly higher than seniors at CCCU institutions. NNU first-year students had a mean score of 45.6 in comparison to CCCU first-year students who had a mean score of 44.6. The mean score for the entire Carnegie class was 41.2. For seniors, the NNU mean score was 47.9, compared to 45.6 for CCCU institutions and 42.6 for the Carnegie class. The mean score of 47.9 for NNU seniors ranked in the top 10% of all Carnegie class institutions and the mean score of 45.6 for NNU first-year students just missed the top 10% by .02 percentage point.

For the Supportive Environment theme, in 2014 NNU first-year students had a mean score of 39.4 in comparison to Rocky Mountain private university first-year students who had a mean score of 38.9. The mean score for the entire Carnegie class was 36.9. For seniors, the NNU mean score was 36.2, compared to 36.0 for Rocky Mountain privates and 32.9 for the Carnegie class. Our strong scores indicate that NNU students and faculty excel in this area.

For the Supportive Environment theme, in 2015 NNU first-year students had a mean score of 40.2 in comparison to CCCU first-year students who had a mean score of 39.4. The mean score for the entire Carnegie class was 37.2. For seniors, the NNU mean score was 34.8, compared to 36.2 for CCCU institutions and 33.0 for the Carnegie class.

In 2014, the percentage of NNU first-year students and seniors who rated their experience at NNU as “Excellent” or “Good” was 94%. By comparison, both first-year and senior students at Rocky Mountain private institutions rated their experience at 93%. The percentage of NNU first-year students who would “Definitely” or “Probably” attend this institution again was 87% and seniors was 85%. For Rocky Mountain private institutions, first-year students were at 91% and seniors were at 90%.

In 2015, the percentage of NNU first-year students who rated their experience at NNU as “Excellent” or “Good” was 94%, while seniors were 88%. By comparison, both first-year and senior students at CCCU institutions rated their experience at 91%. The percentage of NNU first-year students who would “Definitely” or “Probably” attend this institution again was 89% and seniors was 85%. For CCCU institutions, first-year students were at 87% and seniors were at 85%.

Overall, NNU students’ scores on the NSSE items identified as indicators for the community core theme are very favorable in comparison to peers at Rocky Mountain private institutions, CCCU institutions, and Carnegie class institutions. Student-faculty interaction, the quality of interactions with others on campus, the ability for NNU to provide a supportive environment for our students, and the students expressed satisfaction with NNU are very strong.

End-of-course Evaluations

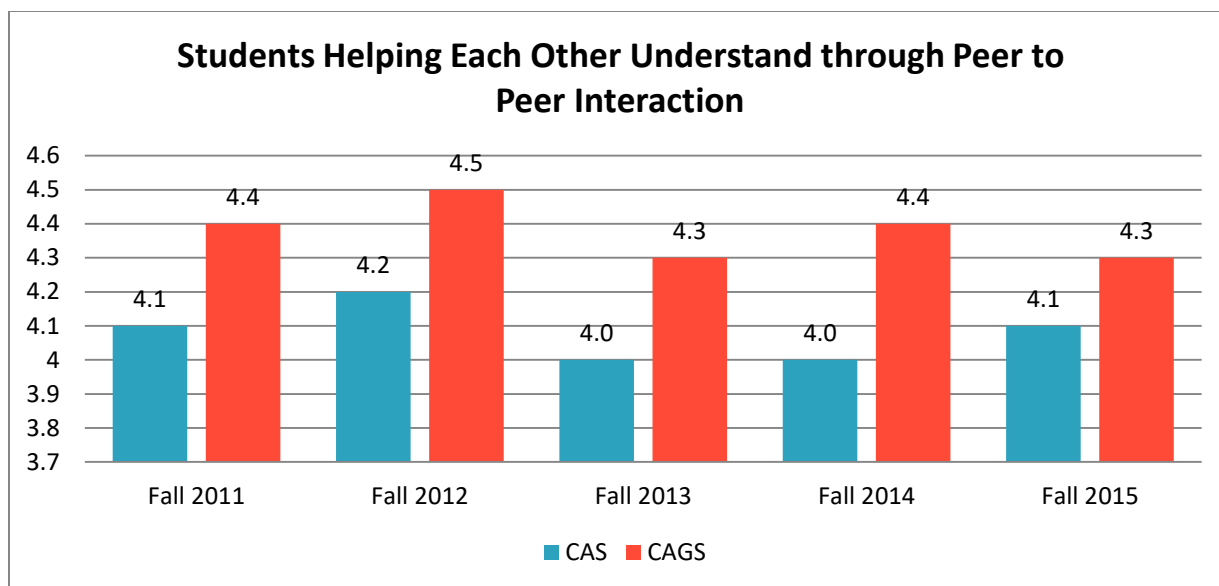
As explained previously, the AAC has aligned the questions from the end-of-course evaluation completed by student with the core themes. The following five questions are identified as highly aligned with the community core theme, and in particular with this objective:

- The professor asked students to help each other understand ideas or concepts, peer-to-peer teaching
- The study or discussion groups formed by the professor facilitated my learning
- The professor encouraged student-faculty interaction outside of class (office visits, phone calls, email, etc.)
- The professor displayed personal interest in the students and their learning
- The professor asked students to share their ideas and experiences with others whose background and/or viewpoint was different from their own

Course evaluations are distributed to all students in a course and the data is collected anonymously. Trend lines can be examined semester to semester or year to year. The following charts depict five key questions aligned to objective two. In addition to reporting the overall mean, the charts report the mean score by college. CAS represents the traditional, undergraduate student population and CAGS represents the graduate and adult student population.

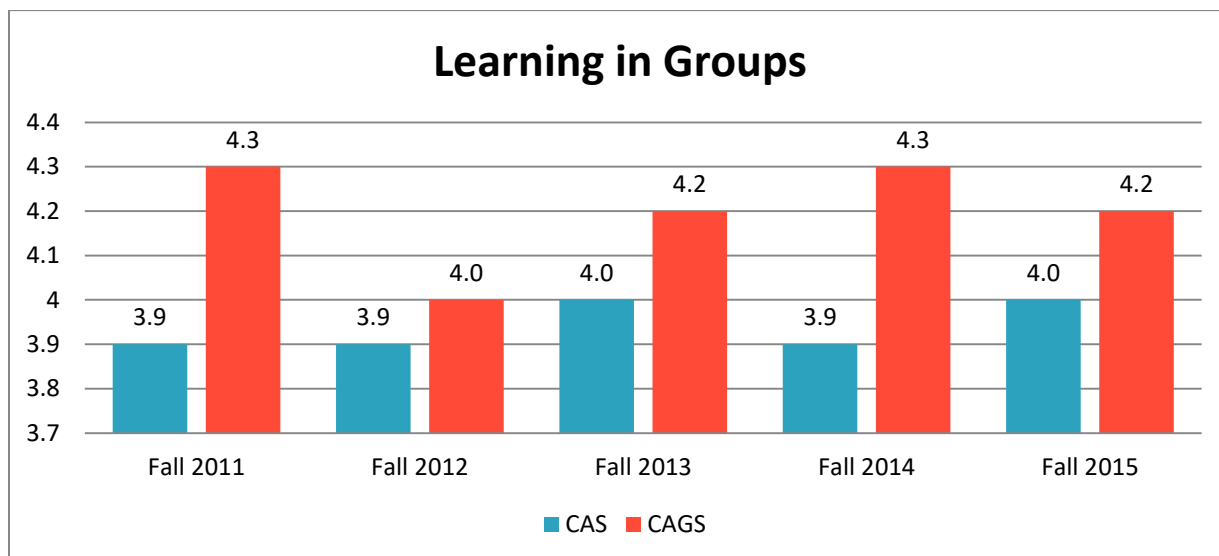
Question 1: Peer to Peer Interaction

Positive institutional atmosphere begins with interactions. This course evaluation question works to measure the extent in which learning (Truth) can be constructed through peer to peer interaction. Students across both colleges indicate that courses provide opportunities to interact with each other and content in the learning process. On a Likert Scale of 1-5, the mean results represent a strong positive evaluation over a five-year period by students and both colleges exceed the established benchmark of “4” or better.



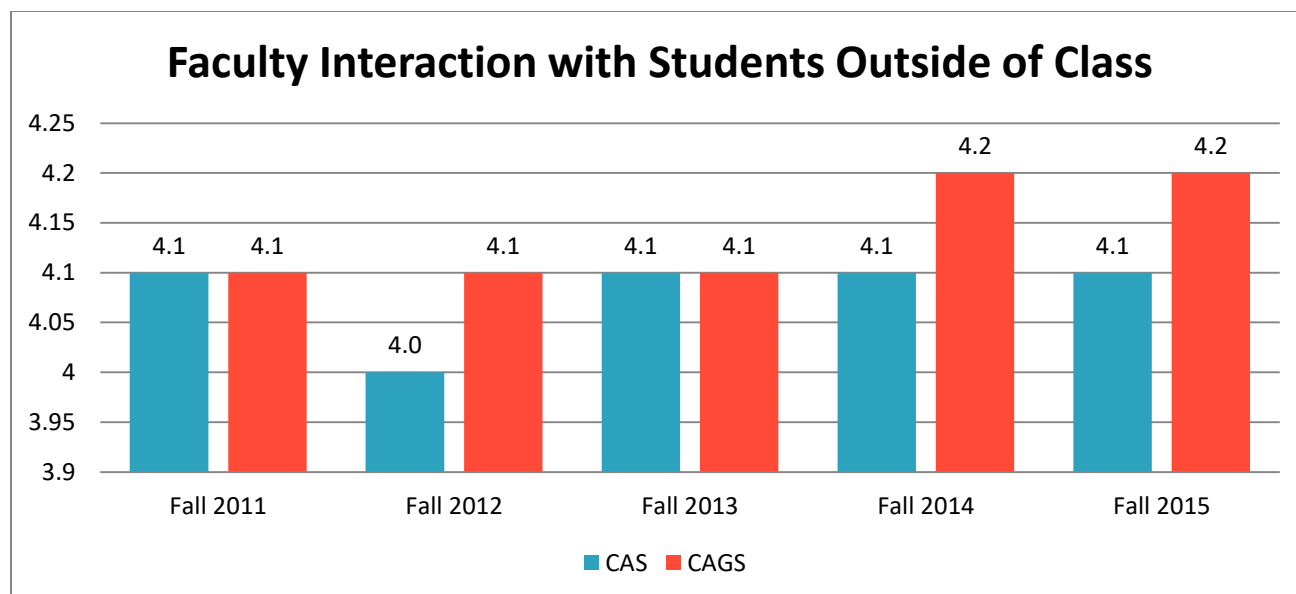
Question Two: Learning in Groups

This question evaluates the opportunity that students have to work within groups or community. The question is supported with qualitative data that suggests that learning in groups is a positive experience for students. Although learning in groups is reported more frequently in CAGS, both colleges show evidence of multiple opportunities to work in groups.



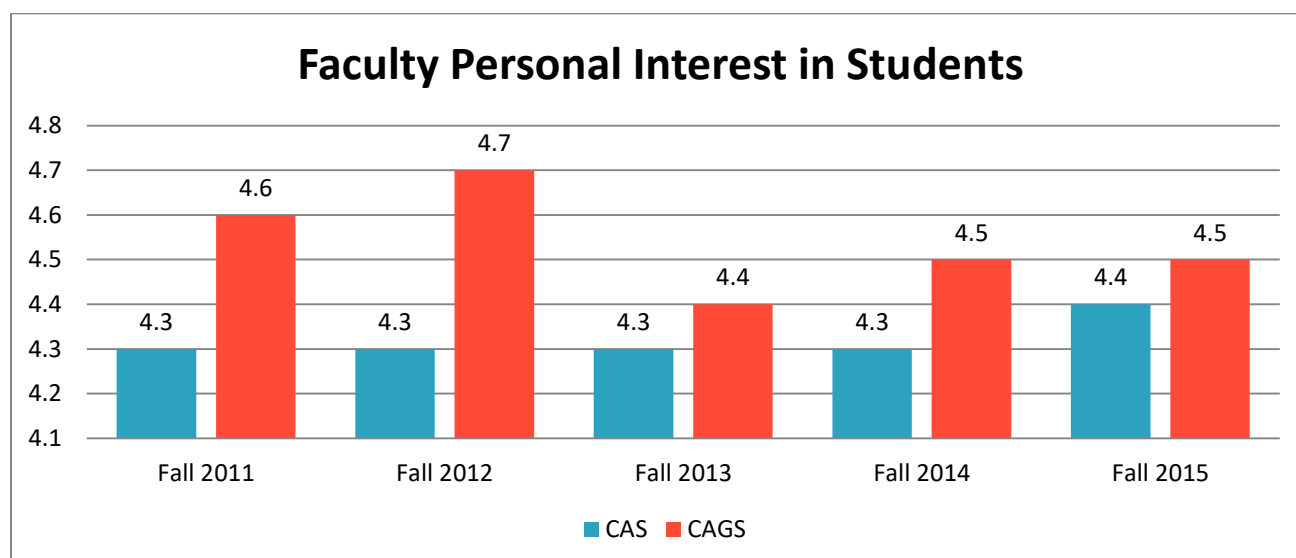
Question Three: Faculty Interaction with Students Outside of Class

At NNU, we believe faculty interaction is a hallmark. In the previous mid-cycle report, this was an area of compliment for the University. The chart below indicates that consistently, over time, students agree that faculty interact with students outside of class. This perception is consistent throughout the undergraduate, graduate, and non-traditional adult programs.



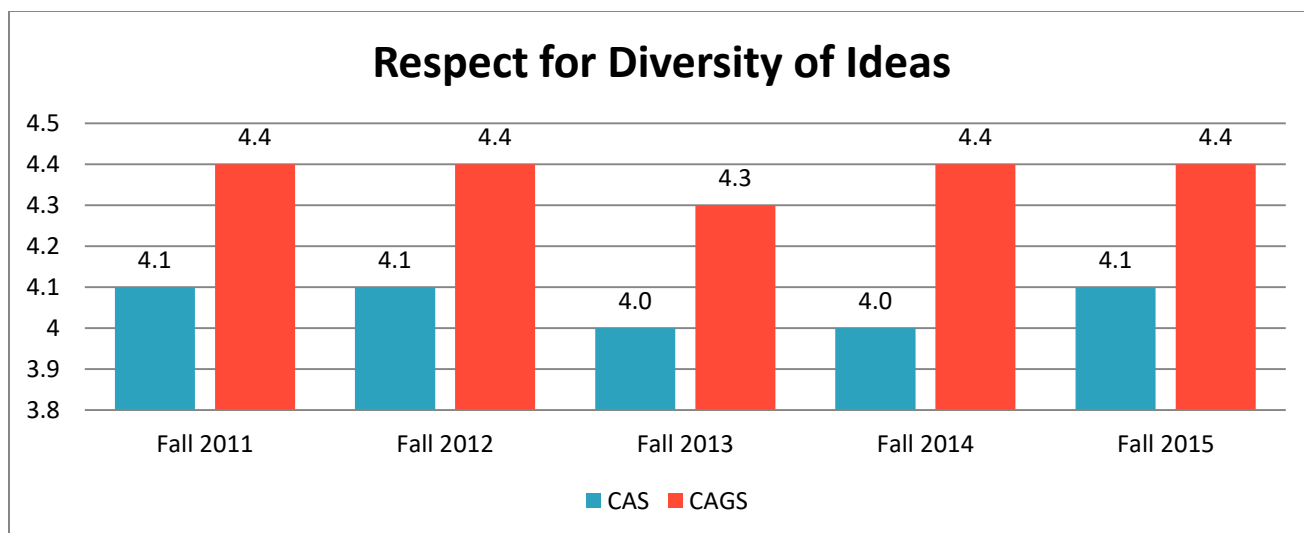
Question Four: Faculty Personal Interest in Students

Feeling valued is a reflection of whether or not someone takes interest in them. This question is one of the strongest positive responses that students provide, especially in CAGS. The responses have remained consistently strong for the CAS as well, not falling below a score of 4.3.



Question Five: Respect for Diversity of Ideas

Positive institutional atmosphere is characterized with respect for diversity of ideas. Again, even in fall 2015 (8 months after the vote of no confidence), students report very positively on their view that their courses and professors reflect respect for diversity of ideas. Scores from both colleges are high and consistently meet the benchmark.



Summary

NNU values and prides itself on creating a supportive and caring community in which learning excels. The aspect of community as perceived by students seems to be strong – course evaluations, NSSE results, and staff and faculty perceptions of student morale all exceed established thresholds.

However, community as perceived by staff and faculty has experienced a significant decline over the past few years. The University has committed to addressing this significant core theme and is starting to see some initial indicators that the implementation of this theme is improving. Moving forward, our data gives us specific areas in which to concentrate resources.

Core Theme Four: Service

NNU has a unique responsibility to prepare and position students and employees to have a positive impact in their communities. True transformation in individuals and communities is limited if it does not seek an outward manifestation. Therefore, service to the broader society is an essential goal for the Christian community at NNU. As a result, we believe that education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ, and the practice of servant leadership.

NNU encourages students and employees to creatively apply their knowledge and skills to the problems they encounter in the real-world as an act of service. The University wants students to understand and experience the world, then see themselves as God’s creative and redemptive agents, using their NNU education through acts of service to bring resources, hope, and healing to communities in which they live.

The core theme of service has two identified objectives used to define and operationalize the University’s intent of service. Each objective has three indicators with acceptable, quantifiable threshold benchmarks used to measure the institution’s progress toward achieving the core theme of service. Each of the objectives, corresponding indicators, acceptable thresholds, and an assessment of how well the objectives have been achieved are described below.

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

| Objective One: NNU campus community members will engage in real-world problems through preparing for and practicing their personal and professional vocation. | | | |
|--|----------------------------------|--|---------------------------|
| | Indicator | Acceptable Threshold | Objective Achieved |
| 1 | Scholarship and Service Learning | 80% NNU campus community participation | Partially; 60-100% |
| 2 | Internships/Practicums | 90% successful completion | Yes; 97% overall |
| 3 | Professional Development | 80% NNU campus community participation | Yes; 88-89% overall |

Assessment of Objective One

Scholarship and Service Learning

Faculty and students at NNU demonstrate service through scholarship by collaborating in research and service learning to engage in real-world problems. Department chairs and program directors report that nearly 60% of faculty were engaged in scholarly research from 2013 to 2016. The amount of faculty engagement in scholarship can also be represented by the rate of rank and tenure awards over the last three years. Scholarship is one of three areas in which applicants are assessed for promotion. Over the past three years, all 18 of the faculty members who applied for a promotion in rank were successful in their application. It should be noted that NNU also has a handful of staff employees who have earned terminal degrees or are currently pursuing Master's degrees or terminal degrees. Those employees also participate in scholarship, but are not included in this data.

| Rank & Tenure Promotion/Tenure Summary | | | | | | | | | | | |
|--|----------|---------|---------|------------------|----------------------|----------|---------|---------|-------------|------------------|----------------------|
| Promotion (Rank) | | | | | | Tenure | | | | | |
| | Eligible | Applied | Awarded | Application Rate | Applicant Award Rate | Eligible | Applied | Awarded | Not Awarded | Application Rate | Applicant Award Rate |
| 2014-15 | 15 | 10 | 10 | 67% | 100% | 6 | 6 | 4 | 2 | 100% | 67% |
| 2015-16 | 13 | 3 | 3 | 23% | 100% | 4 | 0 | 0 | 0 | 0% | - |
| 2016-17 | 17 | 5 | 5 | 29% | 100% | 6 | 5 | 5 | 0 | 83% | 100% |

NNU has approximately 173 courses (99 courses in CAS and 74 courses in CAGS) in which students engage in scholarship as a part of student learning outcomes. Scholarship activities vary from individual or group coursework presentations to original discovery and application of research leading to terminal degrees. Student application of scholarship in addressing real-world problems is a major foundational tenant in service.

Several questions from the NSSE also provide evidence that students are actively engaged in research and service learning. Data from the 2014 NSSE indicates that 5% of first-year students and 26% of seniors worked on a research project with a faculty member. In 2015, 9% of first-year students and 26% of seniors reported working on a research project with a faculty member. In response to service learning, in 2014, 61% of first-year students and 86% of seniors indicated "at least some" of their courses included a community-based service learning project. In 2015, 60% of first-year students and 83% of seniors indicated "at least some" of their courses included a community-based service learning project.

At the exit interview for the 2014 ABET accreditation review of the engineering department, the team chair commended the department for their connection between research and the University's commitment to service. The senior design project required of all graduating seniors in engineering encourages students

to have an outreach focus. Recent projects have included assisting under-resourced local and international communities with low-cost construction designs, safe water systems, and efficient energy generation. The business department sponsors an annual social venture competition in which teams of students create plans for sustainable products and services for under-resourced communities. These are just two examples of how academic departments are challenging students to make a difference in people's lives locally, nationally, and internationally by engaging in projects to solve real-world problems.

Internships/Practicums

Students' practice and preparation for their chosen profession is another area in which service is demonstrated. Internships and practicums are identified as an indicator of service because of the quality of students' engagement in the community. NNU has 76 courses across the different programs in which students are required to successfully complete an internship or practicum. Over the last three years, 791 out of 816 (97%) undergraduate students successfully completed their program-required culminating experience in one of 46 courses involving an internship or practicum. For graduate and adult students, 836 out of 855 (98%) successfully completed their program-required culminating experience over the last three years within one of 30 courses involving an internship or practicum. Overall, 1,627 out of 1,671 (97%) NNU students successfully completed a program-required internship or practicum in the last three years. The overall number of NNU students who participated in, and successfully completed, a program-required internship or practicum compared to all NNU students in the last three years is 1,627 out of 1,739 (94%). This rate of successful participation compared to the rate of successful completion indicates students are actively engaged addressing in real-world problems through service and that student preparation for the internships and practicums is a high priority.

Professional Development

The majority of NNU campus community members have participated in professional development opportunities provided across the University over the last few years. Data from the Venture International (VI) assessment indicated the campus community was ready and willing to engage in learning experiences involving respect and civility. In fall 2015, 260 out of 292 (89%) employees participated in the "Heaven and Hell" exercise. In that learning experience, campus employees spent an hour discussing observed or experienced characteristics of the University from two perspectives, heaven and hell.

These data were compiled, coded, and posted on Canvas for the entire University community to review. From this data, it was determined one place employees could improve in respect and civility involved how we speak to one another. Using *Crucial Conversations* as a guide, professional development sessions were developed and conducted in late January/early February, 2016. A total of 257 out of 292 (88%) employees from every sector of the campus community participated in two hours of activities to define civility, create a common language, and experience scenarios that demonstrated uncivil and disrespectful behavior.

Fall faculty workshops coordinated through the VPAA office provide an opportunity for "in-house" faculty professional development. The professional development topics this fall include getting the most from Canvas, Pivot and grant-writing resources, managing grant expectations, cross disciplinary teaching, best practices for online and blended learning, maximizing the academic experience for student athletes, and optimizing the educational experience for Chinese students. Each year, the [Faculty Development Committee \(FDC\)](#) also provides a variety of professional development and mentorship opportunities for NNU personnel. During 2015 fall semester, the Scholar-to-Scholar writing and research forum offered three different opportunities for NNU campus community members to share scholarship works in progress with others for feedback and encouragement in the process. Thirteen individuals, both faculty and staff, participated in the Scholar-to-Scholar professional development activities during the semester. Professor-to-professor is another professional development program offered through the FDC. The theme for 2015 fall semester was "Interdisciplinary Teaching." Twelve faculty members gathered to discuss

their success with interdisciplinary teaching and encourage other faculty interested in the practice. Through the Ezer program, new faculty members are paired with a veteran faculty member each year to serve as their mentor during their first year of employment at NNU.

| Objective Two: NNU campus community members will engage in servant leadership as creative and redemptive agents in the world. | | | |
|--|------------------------------|---|---------------------------|
| | Indicator | Acceptable Threshold | Objective Achieved |
| 1 | Internships/Practicums | 90% successful completion | Yes; 97% overall |
| 2 | Rank and Tenure Applications | 30% of faculty members have leadership roles in their communities | Yes; 100% overall |
| 3 | Servant Leadership Survey | 30% of NNU employees have leadership roles in their communities | Yes; 90% overall |

The second objective for the service core theme centers on NNU community members' engagement in servant leadership. The NNU Spiritual and Leadership Development sector works to assist the University community in accomplishing our mission in the area of intentional faith formation, discipleship and servant leadership development. The [spiritual formation ministry principles](#) guide the work of the sector as we seek to develop servant leaders.

Servant leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations, and ultimately creates a more just and caring world. A key element in the University mission, being creative and redemptive agents in the world, involves servant leadership; we can change the world through Christ by participating in servant leadership within our communities. NNU has identified internships, practicums, and self-reported service opportunities as indicators for this objective.

Assessment of Objective Two

Internships/Practicums

In addition to the highly successful internships and practicums discussed previously, students who participate in internships and practicums have the opportunity to shape individuals, communities, and society by being creative and redemptive agents in the world. With 94% of NNU students participating in an internship or practicum and 97% of those students successfully completing their programs' culminating experience, the impact on the surrounding community and the individual lives within the community is profound. NNU students participate in servant leadership by changing the world through preparing and practicing their profession; by helping, healing, teaching, touching, and loving the people with whom they have contact.

Rank and Tenure Applications

In addition to scholarship discussed earlier, faculty [applications for rank and tenure](#) include an assessed area of community service. Over the last three years, a total of 18 faculty members have applied for promotion in rank and all 18 faculty members were awarded the requested promotion, indicating an excellent record of servant leadership among these faculty members. All rank applications are rigorously reviewed through a series of steps by a committee of peers, the college deans, the VPAA, and the President. These expressions of servant leadership reflect campus, church, civic, regional, national, and global service initiatives. Initiatives include volunteering for religious and civic organizations, non-profit board service, professional services for non-profit agencies, and founding international relief agencies for community development and healthcare in central Ghana. While these 18 faculty are a small sampling of the entire faculty, they are also representative of the servant leadership qualities demonstrated frequently by the faculty at large.

| Rank & Tenure Promotion/Tenure Summary | | | | | | | | | | | |
|--|----------|---------|---------|------------------|----------------------|----------|---------|---------|-------------|------------------|----------------------|
| Promotion (Rank) | | | | | | Tenure | | | | | |
| | Eligible | Applied | Awarded | Application Rate | Applicant Award Rate | Eligible | Applied | Awarded | Not Awarded | Application Rate | Applicant Award Rate |
| 2014-15 | 15 | 10 | 10 | 67% | 100% | 6 | 6 | 4 | 2 | 100% | 67% |
| 2015-16 | 13 | 3 | 3 | 23% | 100% | 4 | 0 | 0 | 0 | 0% | - |
| 2016-17 | 17 | 5 | 5 | 29% | 100% | 6 | 5 | 5 | 0 | 83% | 100% |

Servant Leadership Survey

In order to gather data from all NNU employees regarding community service, a Google Form survey was developed and administered through campus email. The survey asked participants to anonymously self-report any community service and leadership participation on the NNU campus, in the civic community, in their church, and at the local, state, national, and international level.

The survey was sent to 292 NNU employees and 189 participants responded to the survey, resulting in a 65% overall response rate. Employee response rate by classification is provided below.

Survey Response Rate by Employee Classification

| Employee Classification | Surveys Sent <i>n</i> | Survey Response <i>n</i> | Response Rate |
|-------------------------|-----------------------|--------------------------|---------------|
| Faculty | 118 | 76 | 64% |
| Staff | 164 | 102 | 62% |
| Administrator | 10 | 10 | 100% |
| TOTAL | 292 | 189* | 65% |

*One respondent did not identify employee classification

NNU staff employees comprised the majority of the total number of survey responses at 54%. Faculty members contributed 40% of the responses, while administrators made up 5% of the total numbers of responses on the NNU Servant Leadership Campus Survey. There was one response in which the employee did not identify their classification.

Percent of Survey Responses by Employee Classification

| Employee Classification | <i>n</i> | Percent |
|-------------------------|------------|-------------|
| Faculty | 76 | 40% |
| Staff | 102 | 54% |
| Administrator | 10 | 5% |
| Unknown | 1 | 1% |
| TOTAL | 189 | 100% |

Of the 76 faculty member responses, 75 (99%) indicated they participated in at least one servant leadership opportunity presented on the survey. Of the 102 staff employee responses, 84 (82%) indicated they participated in at least one servant leadership opportunity presented on the survey. All 10 (100%) of administrators reported they participated in at least one servant leadership opportunity on the survey. Overall, 90% of NNU employee responses to the Servant Leadership Campus Survey indicated they participated in at least one area of service in a variety of contexts within the University community and in concentric circles of influence ranging from the immediate community surrounding the main campus to global contexts.

Participation in Servant Leadership by Employee Classification

| Employee Classification | <i>n</i> | Yes | No | Percent |
|--------------------------------|-----------------|------------|-----------|----------------|
| Faculty | 76 | 75 | 1 | 99% |
| Staff | 102 | 84 | 18 | 82% |
| Administrator | 10 | 10 | 0 | 100% |
| Unknown | 1 | 1 | 0 | 100% |
| TOTAL | 189 | 170 | 19 | 90% |

Summary

NNU is proud of the work the University does in fostering an attitude of service in our students and employees. The University has successfully met the objectives set out within the core theme of service, as demonstrated by the discussion and presentation of evidence from the identified indicators within each objective.

NNU continues to believe that education cultivates service, and that we can change the world by creatively applying knowledge and abilities to address problems encountered in the real-world as acts of service. Through selfless sharing of our God-given talents and professional preparation, we can see ourselves as God's creative agents, using an NNU education to bring education, resources, hope, and healing to society through acts of service.

Conclusion

Throughout our accreditation cycle, the University has made significant progress in defining core theme objectives, indicators, and acceptable thresholds, and collecting appropriate data. As the institution continues to live into the fulfillment of its mission and institutional values (core themes), achieving the objectives associated with each of the core themes remains essential. While the evidence presented in this report indicates that NNU is doing many things well, there is still room for growth in accomplishing many of the core theme objectives.

The University has been engaged in the process of educating the faculty of the need for system-wide, ongoing analysis of data related to the core theme objectives. However, in this accreditation cycle, the analysis, reflection, and planning related to the data collected has primarily taken place on faculty committees and by the college deans and President's Cabinet. As we continue to build a culture of assessment and develop a cycle of continuous improvement for all aspects of the institution, engaging the faculty as a whole in collaboration with administration in ongoing assessment is an area for continued growth as an institution.



Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

The following is a brief summary of how NNU meets the Commission's eligibility requirement 24. Additional information about this requirement is provided throughout this report.

Scale and Sustainability (24)

NNU's operational scale is evaluated on a regular and ongoing basis to ensure that the institution has the necessary enrollment, human and financial resources, and institutional infrastructure to fulfill its mission and achieve its core themes both currently and in the foreseeable future. The institution has generally taken a conservative approach to resource planning; an approach that is evident in all major elements of planning including campus master planning, budgeting, strategic planning, and operational management. NNU regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to remain viable and sustainable. The evidence presented in this comprehensive self-study indicates that NNU is in possession of the resources necessary to enable the institution to achieve its core themes and mission.

As a specific example of addressing sustainability, in July 2015, the President's Cabinet initiated a series of meetings with approximately 60 budget managers and key decision-makers across the campus. The focus of the meetings was to educate the campus on matters pertaining to the budget, and collaborate with them regarding crucial decisions that needed to be made to create a more sustainable financial future for NNU. In July and August 2015, these key leaders identified [an initial list of cost reductions and potential savings](#) totaling \$1M and immediately implemented \$525K of these through a series of actions. Beginning September 2015, monthly meetings were scheduled to review financial results and continue to collaborate in finding solutions to navigate through the financial challenges of the current year as well as into the future. In January 2016, this group began focusing on identifying ways to close the \$2.4M gap in the upcoming budget 2016-17. In April 2016, [an additional list of cost reductions and potential savings](#) was finalized and approved by this group. As a campus, we see the value in this collaborative work. For the last three years, the campus financial reports have been published monthly with a great deal of transparency. The reports are organized by department and variances are shown in revenue and expense, and also compared to the budget and prior year's revenue and expenses. The reports use red, yellow, and green lights to call attention to variances. While the reports have always contained results for the entire campus, this was somewhat overlooked by individual departments that tended to focus on their departmental results. The monthly meetings have given a renewed focus on the financial results for the entire campus and the need for the entire campus community to work together to ensure a sustainable future.

5.A.1 Institution Engages in Evidence-based Assessment

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its programs and services. Cycles of strategic planning are driven by an evidence-based assessment process described in detail in Standard Three. The institutional [balanced scorecard](#) is reviewed regularly by appropriate levels of leadership including the President's Cabinet, UAT, and the [Board of Trustees](#). The president and vice presidents prepare semi-annual reports for the [Board of Trustees](#) that provide evidence-based assessment summaries of the progress being made in each sector to fulfill the mission of the University. [Faculty committees](#) including the AAC and CAS and CAG GE Councils also regularly participate in evidence-based assessment to improve student learning outcomes. Also, within the student development sector, data is routinely collected and analyzed to inform data-driven decisions leading to program improvement.

As described in detail throughout this report and particularly in Standard Four, the institution uses a variety of internal and external assessments to measure the quality and effectiveness of its programs and, ultimately, the fulfillment of its mission. Internal assessments for mission fulfillment and continuous improvement include outcomes-based academic program assessments, end-of-course evaluations, and institutional ethos surveys. Primary external assessments include the NSSE, CAAP Exam, NCLEX, Major Fields Tests, and ETS exams.

5.A.2 Mission Fulfillment

The mission of NNU 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." The University demonstrates mission fulfillment through the achievement of its core themes (values) and core themes objectives.

The degree to which these objectives are achieved is measured through appropriate indicators and informed by relevant data. The assessment tools and processes that are in place allow the University to establish appropriate internal and external benchmarks to effectively measure the degree of mission fulfillment, to set reasonable and appropriate performance goals, track performance, and allocate resources appropriately. The institution regularly evaluates the effectiveness of its programs and operations, as well as the adequacy of its resources, and uses assessment results to make determinations of quality, effectiveness, and mission fulfillment.

As discussed in Standard Four, the University is meeting or exceeding many of the core theme objectives based on established indicators and acceptable threshold levels, which provides evidence that the institution is successfully fulfilling its mission. However, in the spirit of continuous improvement, the institution is continually learning from the assessment data. In some of the areas where performance meets the University threshold, data from the assessments suggests that improvements can still be made, or consideration needs to be given to possibly increasing the threshold in the future. A few of the objectives are not being met or are only partially being met. These areas identify opportunities for growth and have been targeted as areas for improvement.

NNU values clear lines of communication and transparency in its operations. The institution is committed to making assessment data widely available and communicating data and information in a timely manner to appropriate constituencies. Each fall and spring during the opening plenary session of the Board of Trustees meetings, the President shares a semi-annual "state of the University" report that summarizes the institution's effectiveness in fulfilling its mission and vision. Campus employees are invited to the plenary session in which the President's report is delivered. Each spring and summer, the President also shares a report with each of the seven district assemblies of the Nazarene churches on the Northwest region, communicating the work of the University and highlighting ways the University is fulfilling its mission.

The Messenger, NNU's institutional publication for alumni, donors, and church constituents, serves as an important communication piece with a variety of public audiences. The Messenger is published three times a year and provides an opportunity for the University to tell its story of how it is providing quality education to students and fulfilling its mission. The annual giving report produced by the VPUA office is included in the fall issue each year.

5.B.1-3 Adequacy and Sustainability of Resources, Capacity, and Effectiveness of Operations

As explained in detail in this self-study report, the University regularly and routinely evaluates the adequacy of its resources, capacity, and operations in an effort to assess its ability to achieve its [strategic goals](#), accomplish its core themes, and fulfill its mission. Often this evaluation occurs in the rhythm of the University's three-year strategic planning cycle, but aspects of this evaluation happen annually, and at times even more frequently. The Board's practice of assessing outcomes of the prior year at each of its fall meetings is just one example of this sort of regular, ongoing evaluation.

The VPFA office has developed a [Financial Forecasting Model](#) for the purpose of long range planning for the University. The model translates key assumptions (enrollment, tuition, discount rates, etc.) into projected financial statements. The purpose of using this tool is to look at the future sustainability of NNU as it relates to adequate reserves, monitoring debt covenants, raises for employees, cost of benefits and, key capacity measures (residence halls, classrooms, etc.). The model is updated throughout the year and is shared with the [Board of Trustees](#), as well as the President's Cabinet. [Examples from this model](#) include a strategic summary, debt calculations, and student credit hours.

In the course of developing annual operational goals and the annual budget, the President's Cabinet is involved in review of data and trends, both institutional as well as external, in order to be able to determine where the institution is presently and what initiatives and plans need to be pursued in order to fulfill its mission and accomplish the University's [strategic goals](#) within the context of the strategic priorities. The work of the Cabinet in this regard does not occur in a vacuum, but is then tested within the University by regular interaction with the UAT and the University Budget Managers. Finalization of operational goals and operating budget is then presented to the [Board of Trustees](#) for final approval. Throughout these processes, changes are made as necessary to address current realities and to seek continuous improvement.

All of this information, trend data, and performance experience then forms the basis for initiation of the next three-year planning cycle. The University's long history with the development of three-year strategic plans, within the routine of a planning cycle and system that is both open and inclusive, is one of the foundational strengths of the University and provides significant evidence of the use of relevant data to evaluate past activity and make plans for future activity all with the objective of fulfilling the University's mission and achieve the University's long-range and three-year [strategic goals](#).

Conclusion

This accreditation cycle provides NNU the opportunity to examine and evaluate all functions and operations of the University in terms of mission fulfillment. The new standards have encouraged the institution to identify our core themes and thoughtfully and strategically develop outcomes and indicators to assess the achievement of these core themes. The process has encouraged the University to engage in more comprehensive assessment and continuous improvement through the ongoing collection of evidentiary data.

As NNU lives into its mission, core themes, and objectives, the institution will continue to reflect on both their articulation and their efficacy. In completing this Year Seven 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: Exhibit Documents

[Academic Program Health Report – 2016](#)
[Admissions and Recruitment Strategic Plan – 2015-16](#)
[Admissions Guidelines](#)
[ASNNU Code](#)
[ASNNU Constitution](#)
[ASNNU Procedures of Senate](#)
[Assessment Committees](#)
[Associate Athletic Director Resource Manual](#)
[Athletic Department Handbook](#)
[Athletic Principles](#)
[Athletics Institutional Self-Study Guide – 2013-14](#)
[Athletics Strategic Plan – 2015-2025](#)
[Balanced Scorecard](#)
[Board of Trustees Committee Structure](#)
[Board of Trustees Planning Retreat Plenary Session 2016 –Sevier Presentation](#)
[Board of Trustees Policy Manual](#)
[Board of Trustees Membership – 2016-17](#)
[Board Response to Review Team Recommendations](#)
[Budget Reduction Strategies](#)
[CAS Catalog – 2016-17\(.pdf copy\)](#)
[CAGS Catalog – 2016-17 \(.pdf copy\)](#)
[Campus Buildings Summary](#)
[Campus Map](#)
[Campus Master Plan](#)
[Campus Space Needs Analysis](#)
[Change of Privacy Information](#)
[Christian Mission Requirements \(Employees\)](#)
[Church of the Nazarene Manual \(2013-2017\)](#)
[Communications and Media Policy](#)
[Computer Purchasing Policy](#)
[Conflict of Interest Policy – Board of Trustees](#)
[Conflict of Interest Policy - Employees](#)
[Council and Committee Memberships – 2016-17](#)
[Credit for Prior Learning Assessment Policy](#)
[Culturally-significant Chapels and Events](#)
[Doceō Center Annual Report – 2015](#)
[Doing Well, Getting Better Survey – Summary Report 2014](#)
[Doing Well, Getting Better Survey – Qualitative Summary 2014](#)
[Emergency Operations Plan](#)
[Employee 90-Day Performance Evaluation](#)
[Endowment Fund Investment Policy](#)
[Enrollment Chart – 2013-2015](#)
[Facilities Condition Assessment \(2014\)](#)
[Faculty Handbook \(2001\)](#)
[Faculty Policy Manual](#)
[Faculty Profile – Fall 2016](#)
[Faculty Roster – Fall 2016](#)
[Faculty Rank and Tenure Application/Rubrics](#)
[Financial Aid Brochures](#)

[Financial Forecasting Model](#)
[Financial Forecasting Model Examples](#)
[Financial Policies](#)
[Financial Statements – 2014 and 2015](#)
[GE Assessment Plan](#)
[GE Common Assessment](#)
[GE Course Assessment – BIBL1100](#)
[GE Course Assessment – COMM1210](#)
[GE Course Assessment – ENGL1030](#)
[GE Course Assessment – KINE1000](#)
[GE Course Assessment – PHIL2010/2020/3080](#)
[GE Course Assessment – THEO2100](#)
[GE Handbook](#)
[GE Outcomes Assessment Matrix and Rubrics](#)
[Information Retention and Destruction Policy](#)
[Institutional Ethos Survey – Summary Report 2012](#)
[Institutional Ethos Survey – Qualitative Summary 2012](#)
[Institutional Profile – Fall 2016](#)
[Library Collection Development Policy](#)
[Library Subject Guides](#)
[Lifestyle Commitment Agreement \(Students\)](#)
[Lifestyle Covenant \(Students\)](#)
[Listening Tour Summary – Spring 2015](#)
[New Student Orientation Handbook](#)
[*NNU Articles of Incorporation*](#)
[*NNU Bylaws*](#)
[*NNU Foundation, Inc. Articles of Incorporation*](#)
[*NNU Foundation, Inc. Bylaws*](#)
[NNU Foundation, Inc. Board of Directors Membership](#)
[*NNU Vision 2025: A More Excellent Way*](#)
[NNU Vision 2025 and 2014-2017 Strategic Goals](#)
[Operational Goals – 2015-2017](#)
[Organizational Chart](#)
[Professional Development Course Form](#)
[Professional Development Standards](#)
[Residential Life Outcomes](#)
[Review Team Report](#)
[Shared Governance Task Force Membership](#)
[Shared Governance Task Force Statement – May 2016](#)
[Spiritual Formation Ministry Principles](#)
[*Staff Policy Manual*](#)
[Steering Committee Membership](#)
[*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*](#)
[*University Advancement Manual*](#)
[University Syllabus Addendum](#)
[Venture International Organization Assessment Report 2015](#)
[Venture International Board Assessment Report 2015](#)