



EVALUATION OF INSTITUTIONAL EFFECTIVENESS

YEAR SEVEN | STANDARD ONE

August 15, 2023





NORTHWEST
NAZARENE UNIVERSITY

Year Seven, Standard One Evaluation of Institutional Effectiveness

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**Prepared for the Northwest Commission on Colleges and Universities
August 15, 2023**

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Institutional Report Certification Form



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Northwest Nazarene University

(Name of Institution)

Joel K. Pearsall, President

(Name of Chief Executive Officer)

A handwritten signature in blue ink, appearing to read "Joel K. Pearsall", is written over a horizontal line.

(Signature of Chief Executive Officer)

08/15/2023

(Date)

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List of Acronyms Used in Report

The following acronyms are used in this report and are listed here for your reference:

- AA – Associate of Arts
- AEC – Academic Effectiveness Committee
- BA – Bachelor of Arts
- BS – Bachelor of Science
- BSN – Bachelor of Science in Nursing
- BPM – Board Policy Manual
- CAP – Collaborative Assessment Project
- CASA – Center for Academic Success and Advising
- CCCU – Council for Christian Colleges and Universities
- EdD – Doctor of Education
- EdS – Education Specialist
- EIE – Evaluation of Institutional Effectiveness
- EPP – Educator Preparation Program
- ERP – Enterprise Resource Planning
- FHES – Fuller Higher Ed Solutions
- FNP – Family Nurse Practitioner

- GAC – Graduate Academic Council
- GE – General Education
- GEC – General Education Council
- GPS – Graduate and Professional Studies
- HCRC – Human Capital Research Corporation
- HR – Human Resources
- IAC – Institutional Accreditation Commission
- IDT – Instructional Design and Technology
- IPEDS – Integrated Postsecondary Education Data System
- IT – Information Technology
- LMS – Learning Management System
- MA – Master of Arts
- MAcc – Master of Arts in Accountancy
- MACP – Master of Arts in Clinical Psychology
- MAT – Master of Arts in Teaching
- MBA – Master of Business Administration
- MDiv – Master of Divinity
- MEd – Master of Education
- MS – Master of Science
- MSN – Master of Science in Nursing
- MSW – Master of Social Work
- NNU – Northwest Nazarene University
- NSSE – National Survey of Student Engagement
- PD – Professional Development
- PhD – Doctor of Philosophy
- PRFR – Policies, Regulations, and Financial Review
- PS – Professional Studies
- PsyD – Doctor of Psychology
- RAC – Resource Allocation Committee
- SEMC – Strategic Enrollment Management Commission
- SGA – Student Government Association
- SIS – Student Information System
- SLO – Student Learning Outcome
- SLT – Senior Leadership Team
- SSI – Student Satisfaction Inventory
- TAG – Technology Advisory Group
- ThD – Doctor of Theology
- TQ – Thriving Quotient
- TUG – Traditional Undergraduate
- UAC – Undergraduate Academic Council
- VPAA – Vice President for Academic Affairs
- VPFO – Vice President for Finance and Operations

Institutional Overview

Established in 1913, Northwest Nazarene University (NNU) is a nonprofit comprehensive Christian, liberal arts university. The campus is situated on 90 acres in Nampa, the third largest city in Idaho with over 115,000 residents, and is located 20 miles west of Boise, the state capital and largest city in Idaho. NNU maintains a strong, mutually beneficial, and positive relationship with the city of Nampa. The campus, with its 30 buildings, has been carefully planned for maximum use and development. In addition to the Nampa campus, NNU offers graduate programs in Idaho Falls (Social Work) and Twin Falls, Idaho (Counselor Education).

As one of eight regional colleges and universities in the United States affiliated with the Church of the Nazarene, NNU is the university located on the Northwest USA Field, which includes Idaho, Oregon, Washington, Alaska, Montana, Wyoming, Colorado, Utah, and northern Nevada. Approximately 26% of traditional undergraduate (TUG) students claim Nazarene as their church background; the other 74% belong to a variety of different Christian denominations, other religions, or indicate no religious affiliation. Approximately 10% of NNU graduate and professional studies (GPS) students claim Nazarene as their church background. While 86% of traditional undergraduate students came from the Northwest USA Field in fall 2022, students from 28 states and 10 countries attended NNU. GPS programs included students from 32 states and 10 countries.

Programs offered by the University vary from traditional programs (TUG) to accelerated delivery undergraduate professional studies (PS) and graduate programs, and from face-to-face to fully online programs. NNU offers programs leading to 19 degrees (AA, BA, BS, BSN, MA, MAcc, MACP, MAT, MBA, MDiv, MEd, MS, MSN, MSW, EdS, EdD, PhD, PsyD, and ThD). Undergraduate degrees include 52 majors and 11 co-majors covering 78 areas of study. Graduate degrees include 28 areas of emphasis in seven departments: Business, Counselor Education, Education, Nursing, Psychology, Social Work, and Theology. In addition, graduate business offers a certificate program and Graduate Theology offers seven certificates. The Center for Professional Development offers two certificate programs and a variety of continuing education courses and workshops that qualify for professional development credits and/or continuing education units, depending on the subject matter. NNU also offers concurrent credit for high school students and an online ministerial credentials course of study program that leads to Nazarene ordination.

NNU's fall 2022 enrollment of 1,778 students included 1,140 undergraduate students (1,050 traditional and 90 professional studies) and 638 graduate students. In addition, the institution enrolled 5,748 high school students in concurrent credit courses, 7,655 students in continuing education courses, and 135 students in the ministerial credentials course of study program for an overall total of 15,316 students served by the University. Over the past five years, undergraduate and graduate enrollments have experienced declines. In fall 2018, NNU enrolled 2,013 students including 1,287 undergraduate students (1,112 traditional and 175 professional studies) and 713 graduate students. During this same time, however, enrollments for

continuing education courses have increased slightly (from 7,503 to 7,655) and enrollments in concurrent credit courses have grown significantly (from 4,341 to 5,748).

NNU is primarily a residential campus, with 70% of the eligible traditional undergraduate students living in campus housing and many others living near the campus. The traditional undergraduate student population is 55% female and 45% male, the professional studies student population is 67% female and 33% male, and the graduate student population is 74% female and 26% male. Approximately 74% of the traditional undergraduate student population is white, while the remaining minority population consists mainly of Hispanic students and those belonging to two or more racial backgrounds.

NNU employs 121 faculty members (61 female, 60 male), including 103 teaching faculty, nine deans, and nine administrators. Of the 112 teaching faculty and deans, 84 (75%) hold the highest degree in their fields. An additional eight faculty members are enrolled in doctoral programs. Currently, 35 (31%) teaching faculty and deans have Full Professor status, 38 (34%) teaching faculty and deans have Associate Professor status, and 39 (35%) faculty members have Assistant Professor status. Presently, 52 (46%) teaching faculty and deans are tenured, 55 (49%) are non-tenured tenure-track, and five (5%) faculty members are non-tenure track.

NNU is largely tuition-dependent, with tuition and fees representing approximately 64% of its annual operating revenues in 2022-23. Approximately 6% of the University's annual operating revenue is derived from gifts, which includes unrestricted contributions from the Nazarene churches located in the Northwest USA Field (about 66% of the typical total unrestricted giving). The remaining balance of revenue comes from auxiliary enterprises (food service, residential life, bookstore, etc.), investment income, and other miscellaneous revenue. The 2022-23 operating budget for NNU was \$47.1 million. On June 30, 2023, the University's total endowment was \$60.4 million.

Preface

Institutional Updates Since the Year Six PRFR Report

Since NNU submitted its 2022 Year Six Policies, Regulations, and Financial Review (PRFR) Report, the institution has experienced, or will be experiencing, the following noteworthy changes that will help shape the University in the future:

- In August 2022, NNU established an Office of Engagement and Belonging, which includes two staff-level positions focused on cultivating an inclusive and supportive campus environment that empowers students to overcome challenges and attain their academic goals.
- With NWCCU approval, NNU launched a new Doctor of Clinical Psychology program in fall 2022 with an initial cohort of 12 students. A second cohort of 12 students will be added in fall 2023.
- In fall 2022, NNU embarked on a study-abroad partnership with Africa Nazarene University (ANU). During the 2022 fall semester, ANU hosted 12 NNU students and a faculty member, while NNU hosted two ANU students and a faculty member. During the 2023 spring semester, NNU welcomed three more ANU students to campus. This fall, three NNU students and a faculty member will be going to ANU, and six ANU students and a faculty member will be coming to NNU.
- In fall 2022, the Vice President for Academic Affairs (VPAA) organized a GE task force to “reimagine” the GE program at NNU. Proposals will be considered by the faculty this fall and decisions made by the end of the semester.
- In December 2022, the Office of the Registrar adopted Clean Catalog to host the University’s online catalogs and provide significantly-improved catalog functionality. The 2023-24 TUG and GPS Catalogs went live on the new system in March 2023.
- In January 2023, the consulting firm Fuller Higher Ed Solutions (FHES) conducted an extensive assessment of the traditional undergraduate admissions systems. This work led to 72 recommendations, some of which either have been or are in the process of being implemented, with the balance of the recommendations to be implemented over the next 18 months.
- In spring 2023, NNU appointed Dr. David Adkins as the new director of the Honors College. A new advisory board composed of faculty will partner with him to make the newly named Aldersgate Honors College a more robust and fruitful program.
- In May 2023, NNU signed an agreement with Caylor Solutions to develop a new University website with a specific design focus on enrollment marketing.
- With the dissolution of a major library consortium for leveraging discounts, in May 2023, NNU signed an agreement with the Statewide California Electronic Library Consortium (SCELC) that accepts affiliate memberships to provide discounted subscriptions to databases and other electronic resources.
- Kelli Lindley, who served as NNU’s Athletic Director for the past eight years, was named Vice President for External Relations effective July 1, 2023, following the retirement of Mark Wheeler, who previously served in this role for six years.

- NNU appointed Paul Rush as the new Athletic Director in July 2023, following his eight-year tenure within the men's basketball program, during which he spent the last six years as the head coach.
- NNU engaged with two IT consulting firms, WebCheck Security and Right! Systems Inc, to conduct a comprehensive IT risk assessment, including penetration testing, cybersecurity analysis, and road mapping work that was completed in July 2023. The IT team will be prioritizing and implementing recommendations during 2023-24.
- With NWCCU approval, a new Doctor of Theology degree delivered in Spanish was launched in July 2023 with an initial cohort of 15 students. In June 2023, NNU received confirmation from the Association of Theological Schools (ATS) that the program has been approved by the ATS.
- Beginning in July 2023, NNU shifted from operating the campus bookstore internally to outsourcing operations to Barnes and Noble and also changed its textbook provider from Akademos to Barnes and Noble. With this change, NNU gains significant inventory capabilities and new opportunities with online retailing.
- NNU decided to partner with a new food service provider, moving from Sodexo to Fresh Ideas, effective August 2023. Fresh Ideas will take over all campus dining services, which also includes The Bean (coffee shop), the Grille 1913 (campus diner), and catering services.
- In August 2023, the Office of Engagement and Belonging will launch a new student success and retention platform, *Nighthawks 360*, from Pharos that will provide staff and faculty with the ability to more efficiently and effectively navigate student persistence and retention concerns from a holistic perspective.
- In August 2023, the Student Life and Spiritual Life offices will begin using Presence software (mobile app and website) from Modern Campus to communicate and interact with students and collect data regarding student engagement across campus.
- This summer, NNU adopted Blackboard Ally for Canvas, a digital accessibility reporting tool that scans the learning management system (LMS) for inaccessible content and provides course reports and guides for making instructional content accessible. The tool will be implemented this year.
- NNU is undergoing a transition to implement a new Enterprise Resource Planning (ERP) system, moving from Jenzarbar CX to Anthology. The projected completion date for this migration is expected to be by the end of 2024. To take better advantage of features in Anthology, the Technology Advisory Group (TAG) approved a recommendation that the institution also make the transition from operating primarily on a Google platform to a Microsoft platform. This transition is expected to take place during this academic year.

In addition to these changes, this past year the institution also engaged in the following initiatives:

- Strategic Plan – Following approval of the themes and initiatives for the 2022-25 Strategic Plan by the Board of Trustees in spring 2022, the Senior Leadership Team

(SLT) prepared execution plans to begin carrying out the tactical plans to complete the first phase of the Strategic Plan in 2022-23. The SLT monitored these execution plans regularly throughout the year to ensure sufficient progress was being made to achieve the Strategic Plan's objectives.

- Engaging Social Issues – This past year, the institution initiated meaningful conversations around several social issues that are impacting the landscape of higher education, generally, and Christian higher education specifically. Under the oversight of the President and University Chaplain, the University hosted educational sessions for faculty and staff to clarify the positions of NNU's sponsoring denomination concerning several issues surrounding human sexuality. These sessions included presentations by both external and internal University personnel. Throughout the year, faculty and staff interacted with students on these subjects, fostering discussions and engagement in both formal classroom settings and informal student groups.
- Diversity, Equity, and Inclusion Initiatives – The University has made a concerted effort to address issues of inequality and inconsistency in the delivery of educational services to a variety of underserved populations. This has included a robust Women's Leadership Development Commission that has engaged in a variety of research and education regarding women's issues in the workplace and the academy, a Diversity Commission focused on issues of diversity and racial reconciliation, an Engagement and Belonging Commission focused on addressing the inequity of access and support services for underserved student groups, and a Culture Action Team to coordinate University-wide efforts related to faculty and staff culture. The work of these groups, in coordination with various offices on campus, resulted in NNU hosting many events this past year including: Hispanic Heritage Month emphasis from September 15-October 15; "First-Gen" events for students in November and at NNU Commencement; MLK Jr. events and a "Beloved Community" speaker series in February; and a Women's History Month series of events in March.
- Thriving Campus Initiative – As a part of NNU's ongoing participation in the Council for Christian Colleges and University's (CCCU) Collaborative Assessment Project (CAP), the institution administered Thriving Quotient Surveys developed by Dr. Laurie Schreiner to focus on identifying elements of the campus that can enable students, as well as personnel, to more effectively engage academically, interpersonally, and psychologically in the college experience and thrive. To launch the initiative, NNU hosted Dr. Schreiner as the keynote speaker for its fall faculty workshops and expanded the sessions to include staff members as well. As a part of the Thriving Campus Initiative, traditional undergraduate, graduate, and professional studies students completed the assessment of student thriving during the fall semester, while faculty and staff completed the assessment of faculty and staff thriving during the spring semester. Specific commissions and groups on campus have been tasked with examining the data and reviewing reports that compare NNU student, faculty, and staff norms to the norms of other CCCU institutions that participated in the CAP project this year, with the objective being to create action

plans that will help establish pathways to thriving across the entire campus. During spring semester, the Engagement and Belonging Commission created an executive summary and action plan based on an analysis of student data, while the SLT, Deans Council, and Culture Action Team are in the process of evaluating employee data.

Response to Issues Previously Requested by the NWCCU

NNU received five recommendations following its 2016 Year Seven Self-Evaluation and Comprehensive Review. The institution addressed recommendations 1, 2, 4, and 5 in an Ad Hoc Report submitted in September 2017 along with its Year One Self-Evaluation Report. As noted in a January 29, 2018 letter from the NWCCU, NNU satisfactorily fulfilled those four recommendations. NNU addressed recommendation 3 in an Ad Hoc Report that accompanied its Mid-Cycle Review. As noted in a February 3, 2020 letter from the NWCCU, NNU satisfactorily fulfilled this recommendation as well, which left no outstanding recommendations from the NWCCU. In response to the 2022 Year Six PRFR Report and off-site evaluation, the NWCCU did not cite any new findings, as explained in their February 27, 2023 letter.

Exhibit Documents

- [2016 Year Seven Self-Evaluation Report \(.pdf\)](#)
- [2017 Ad Hoc Report – Recommendations 1, 2, 4, and 5 \(.pdf\)](#)
- [2017 Year One Self-Evaluation Report \(.pdf\)](#)
- [2019 Ad Hoc Report – Recommendation 3 \(.pdf\)](#)
- [2019 Mid-Cycle Self-Evaluation Report \(.pdf\)](#)
- [2022 Policies, Regulations, and Financial Review \(PRFR\) Report \(.pdf\)](#)
- [NWCCU Letter – January 29, 2018 \(.pdf\)](#)
- [NWCCU Letter – February 3, 2020 \(.pdf\)](#)
- [NWCCU Letter – February 27, 2023 \(.pdf\)](#)

Response to PRFR Findings

The peer evaluation review of NNU's PRFR Report found the institution to be in compliance with all Standard 2 standards with no noted findings. However, the peer evaluation team made comments related to specific items within the standards as noted below. As of the writing of this report, NNU has attended to each of the comments, as noted below.

Standard 2.A.1 – “Although the Board does not have a calendar for reviewing institutional and board policies, it de facto happens annually. It would be best if the University codifies its practice.”

In its spring 2023 meeting, the NNU Board of Trustees sought to address this comment by adopting an amendment to its Board Policy Manual (BPM) to clarify its existing statement concerning review of the manual. More specifically, the BPM included language regarding how amendments to the BPM are proposed, reviewed, and adopted. In practice, the BPM was

frequently reviewed by the Board’s Trusteeship Committee, as well as by other Board standing committees (with regard to policy relevant to the work of the committee). To routinize the ongoing review and to respond to the above comment, the Board acted to add a sentence to the paragraph dealing with amendment of the BPM: “The Board (or one or more of its committees) shall review this policy manual and other institutional policies no less than every four years.” As a result of this BPM revision, a calendar will be established to track compliance with this new guideline.

Standard 2.C.4 – “The University has the NNU Information Security Policy, which is in the process of being approved by the appropriate university bodies.”

Initially created in January 2007, the NNU Information Security Policy serves to create an environment that protects all members of the campus community from information security threats that could compromise privacy, productivity, reputation, or intellectual property rights. Following its practice of periodically reviewing IT policies and updating them as necessary to ensure they contain the most current policies and procedures, under the leadership of the Senior IT Security Analyst, the IT department and Technology Advisory Group (TAG) began reviewing the NNU Information Security Policy during the 2022 spring semester. The work was not completed by the time NNU submitted its PRFR Report, so the institution noted that the document was pending approval. The IT department and TAG completed their review and revisions of the policy during the 2022-23 academic year and TAG approved the NNU Information Security Policy at their May 2023 meeting.

Standard 2.D.3 – “Conflicts of interest or potential conflicts of interest are to be entered into the board minutes. This is an extra level of protection for the University.”

NNU has long had a Conflict of Interest Policy and has followed an annual process of requiring key institutional leaders to complete an annual Conflict of Interest Survey. The responses each year have been reviewed by the University’s Controller and VPFO, and any item of note was then reported to the President and/or Board Chair, as appropriate. In response to the above comment, the Board, in its spring 2023 meeting, adopted amendments to the BPM as follows:

The Board added a sentence to BPM section 2.2.5.2; following the amendment, this section now reads as follows:

2.2.5.2 Trustees will sign, each academic year, a statement of actual and potential conflicts of interest and a statement of affirmation that lists the covenantal relationship each board member has to the President, Board, institution, and their electing district. The results of each annual conflict of interest survey shall be reported to the Board’s Audit & Compliance Committee.

The Board also added a new section (4.10.7) to BPM section 4.10; as a result, that section in context now reads as follows:

4.10 Financial Conditions and Activities

With respect to the University's actual, ongoing financial condition and activities, the President shall not cause or allow the development of financial jeopardy or material deviation of actual expenditures from Board priorities established in Organizational Essentials policies and the Strategic Plan.

Furthermore, without limiting the scope of the foregoing by this enumeration, the President shall not:

4.10.7 Fail to require that Northwest Nazarene University Foundation Directors and appropriate University administrators (including, without limitation, the President, Vice Presidents, other members of the Senior Leadership Team, members of the Deans Council, and other employees who report directly to the President or a Vice President) will complete, each academic year, a statement of actual and potential conflicts of interest and an annual pledge of fidelity and service to the University; the results of this annual survey shall be reported to the Board's Audit & Compliance Committee.

These amendments intend to codify in the BPM that the results of each year's conflict of interest survey will be reported to and reviewed by the Board's Audit & Compliance Committee, and as a result, be included in the minutes of the Board on an annual basis.

Standard 2.1.1 – *"The IT Security Plan lacks final approval as of the date this report was submitted."*

Since NNU did not submit an "IT Security Plan" as an exhibit document for the PRFR evaluation (and does not have a document with this specific name), the peer evaluation team's reference to the "IT Security Plan" in their report is likely intended to be a response to the "IT Security Policy," which the institution noted was in the process of being approved when the University submitted its PRFR report. As explained in Standard 2.C.4 above, the IT Security Policy has now been approved.

Exhibit Documents

- [Board of Trustees Minutes – March 2023](#) (.pdf)
- [Board Policy Manual](#) (.pdf)
- [Conflict of Interest Annual Survey](#) (.pdf)
- [Conflict of Interest Policy](#) (.pdf)
- [NNU Information Security Policy](#) (.pdf)
- [Technology Advisory Group Minutes – May 2023](#) (.pdf)

Standard One – Student Success, and Institutional Mission and Effectiveness

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Standard 1.A Institutional Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Initially adopted in 2009-10, the Board of Trustees reaffirmed the institutional mission and values in fall 2021 as continuing to represent the essence of who NNU is and what the University aspires to be. As a result, the institutional mission and values continue to be the driving force in strategic planning, as well as guiding the University toward 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.

In fulfilling its mission, NNU strives to be a vibrant educational community that integrates and reflects Christian faith in all that it does. The University seeks to provide nationally-recognized programs distinguished by graduates who are academically prepared, spiritually grounded, service-minded, globally engaged, and vocationally successful. This is lived out through the following institutional values:

- *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.
- *Truth*—We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization, and achievements in the arts, sciences, and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.
- *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.

- *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.

The NNU mission statement and institutional values are fully embraced in the ethos of the campus community, both literally and figuratively. A Christ statue and plaque inscribed with the mission statement are situated in the center of the campus quad, and the habits of “heart, soul, mind, and strength” are etched in pavers that encircle the statue and point to physical directions/buildings on campus where these habits are intentionally instilled in students’ lives. As articulated in the mission statement, NNU exists to promote the transformation of students as whole persons. As a result, all of its resources—financial, physical, and personnel—are used to support the University’s primary mission and goal of educating and transforming each student “to become God’s creative and redemptive agent in the world.”

The institutional values play a vital role in shaping and expressing the NNU experience, evident in both coursework and the institution’s culture. Students are introduced to these values during their Cornerstone course, a first-semester class required for all first-year students. In this course, students begin to examine what it means to live into these core values, which includes writing a paper that explores how the four university values intersect with their life as a student at NNU. These values continue to be interwoven into student learning outcomes throughout their programs, both in the GE curriculum and their major field of study. In the Capstone course taken during their final year, as a culminating assignment, students write a paper reflecting on how they have experienced personal growth in relation to each of the values throughout their time at NNU.

Exhibit Documents

- [Capstone Syllabus](#) (.pdf)
- [Capstone Values Paper](#) (.pdf)
- [Cornerstone Syllabus](#) (.pdf)
- [Cornerstone Values Paper](#) (.pdf)
- [NNU Mission, Values, and Vision](#) (web link)

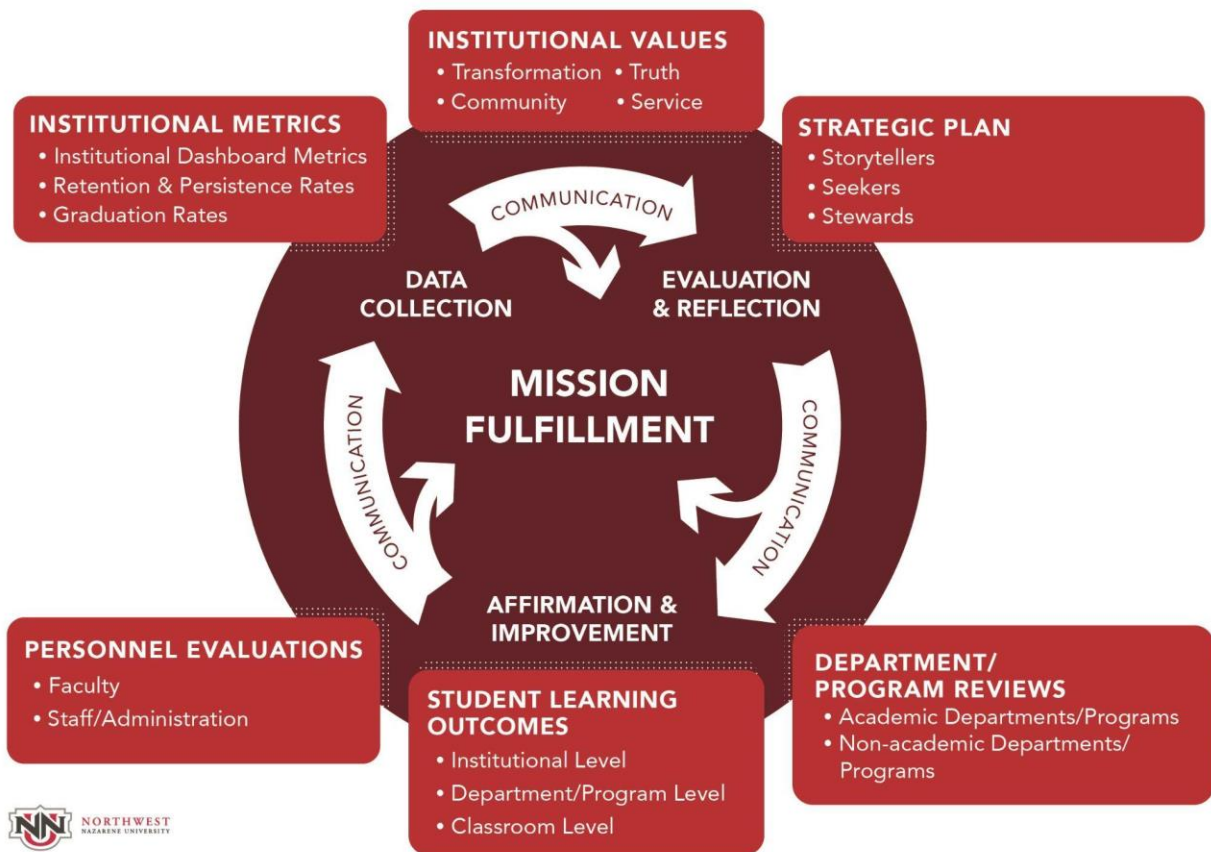
Standard 1.B Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

NNU has a robust and multi-faceted assessment plan that is used to evaluate institutional effectiveness and mission fulfillment in a variety of ways and at multiple levels. As illustrated in the Operational Framework for Continuous Improvement diagram below, the institution regularly collects data related to six primary areas of focus: institutional values, institutional metrics, strategic plan, student learning outcomes, department and program reviews, and

personnel evaluations. Each of these areas provides meaningful and useful data that are examined by assigned stakeholders who evaluate and reflect on the data on a systematic basis. Through this process, mission fulfillment is either affirmed or improvements are made to enhance institutional effectiveness and fulfill NNU’s mission. The cycle is ongoing with the collection of new data each year. Communication is essential throughout the assessment cycle as individuals and groups work together to meet objectives at established thresholds and benchmarks.

OPERATIONAL FRAMEWORK FOR CONTINUOUS IMPROVEMENT



Institutional Values

The institutional values of transformation, truth, community, and service are regularly assessed through the administration of the Last Semester Survey, which is sent each semester to all undergraduate and graduate students who are graduating that particular semester. The institutional values are also assessed through survey instruments associated with the CCCU Collaborative Assessment Project (Student Satisfaction Inventory, National Survey of Student Engagement, and the Thriving Campus Initiative), as well as through the general education (GE) outcomes measured in Cornerstone and Capstone courses, which are required classes for first-year students and seniors and are an integral component of the University’s GE program. These assessment instruments are discussed in more detail in Standards 1.A.1 and 1.B.2.

Institutional Metrics

A variety of institutional metrics are used by the Board of Trustees, SLT, and other administrators to measure the health of the institution and guide future planning and initiatives. These metrics, which are monitored through institutional dashboards, reflect data related to enrollment, retention and graduation rates, academic statistics and ratios, budgets and finance, human resources, student life, spiritual formation, and donor giving.

Strategic Plan

Strategic plans created and implemented in three-year cycles provide an ongoing template for planning and assessment of mission fulfillment. The most recent iteration is the 2022-25 Strategic Plan. Specific goals for each of the themes and initiatives include objectives, activities, metrics, and target dates for completion. Appropriate individuals serve as “responsible agents” and provide oversight in meeting the goals for each initiative based on the established metrics. The development and monitoring of the 2022-25 Strategic Plan are discussed in more detail in Standard 1.B.3.

Department/Program Reviews

Academic departments and programs participate in an annual review process that includes examining institutional data disaggregated by department, as well as data collected by individual departments as a part of their ongoing assessment efforts. The reviews also require departments and programs to assess each of their student learning outcomes (SLOs) at least once every three years and reflect on key changes and recommendations for improvement for the coming year. Regular assessment of support services and non-academic departments is also ongoing and falls under the responsibility of the Dean of Academic Services, as well as each of the sector vice-presidents. Academic department and program assessment is described in more detail in Standards 1.C.5 and 1.C.7. Assessment of support services and non-academic departments is described below.

Student Learning Outcomes

Student learning outcomes (SLOs) are regularly assessed at the institutional, department and program, and individual classroom levels. At the institution level, SLOs are assessed via the GE outcomes. This process is discussed in greater detail in Standard 1.C.6. Departments and programs have SLOs specific to their discipline and/or programs that are assessed regularly through the collection and review of department-specific data (See Standard 1.C.5). Classroom level assessment occurs as faculty and department members evaluate student performance in individual courses.

Personnel Evaluations

Employee evaluation at NNU is an important part of the overall assessment process to ensure that qualified and competent individuals are positioned to be successful and accomplish the mission of the University. While faculty, staff, and administration differ in the ways they are evaluated (as was explained in Standard 2.F.4 of the institution’s PRFR Report last year), systems are in place for each employee classification to assess their effectiveness in the roles

they perform and provide them with valuable feedback to affirm and improve their performance as necessary.

Support Services Assessment

Regular assessment of support services and non-academic departments falls under the responsibility of the Dean of Academic Services, as well as each of the sector vice presidents. Support services departments represented by the Academic Services unit include the Center for Academic Success and Advising (CASA), Global Connections, Instructional Design and Technology (IDT), the Library, and the Office of the Registrar. This past spring, as a part of their assessment processes, the Academic Services departments surveyed undergraduate and graduate students to collect data and feedback on the effectiveness of their departments. The departments also survey faculty at least every other year to receive feedback related to their services from a faculty perspective. These departments complete annual assessment reports following the same pattern as other academic departments, although their reports have traditionally been more individualized and specific to their area. To create a more uniform assessment process in the future, beginning in 2023-24, these departments will start using the Support Services Annual Assessment Template to guide their assessment efforts.

Assessment processes for non-academic departments in the areas of Admissions, Athletics, External Relations, Financial Aid, IT, Marketing and Communications, Spiritual Life, Student Accounts, and Student Life have traditionally been less formalized and have been left to the sector vice presidents to design and monitor (although Athletics has more formalized assessment and reporting requirements due to NNU's membership in the NCAA). As a result, while these departments collect and analyze data specific to their areas each year and participate in assessment practices, they typically have not documented their efforts in the form of creating annual assessment reports. This past year, the Institutional Accreditation Commission (IAC) identified this as a weakness and developed a Support Services Annual Assessment Template to help these departments formalize their assessment work. Several departments pilot-tested the template while completing their assessment work in spring 2023, and beginning in 2023-24, all non-academic departments that provide student support services will be asked to use the template as a framework for completing their assessment reports. The IAC, in partnership with sector vice presidents, is still in the process of determining which departments will be asked to complete a support services assessment report each year.

Allocation of Resources based on Ongoing and Systematic Evaluation and Planning

The institution is committed to using ongoing and systematic evaluation and planning processes, as well as data analysis, to guide and enhance its efficiency and resource allocation. For instance, this coming year, the institution is altering the way it allocates and spends its marketing budget. Previously, a portion of the marketing budget was directed toward promoting specific traditional undergraduate programs. However, insights drawn from Google Analytics, advertising platforms, form completion tracking, and input received from NNU's advertising agency and Admissions Office indicated that adopting a marketing approach centered around the prospective student list—emphasizing students whose attributes more

closely mirror those of current students—has the potential to yield more significant results in terms of generating new leads and nurturing existing ones within the system.

Ongoing assessment work completed by the Technology Advisory Group (TAG) and others over the past several years has led to a significant reallocation of resources that will provide improvements in critical areas of technology infrastructure. One major initiative resulting from this assessment work is the migration of the campus from Jenzabar to Anthology, a new and advanced Enterprise Resource Planning (ERP) and Student Information System (SIS) platform. This system will provide enhanced data, streamlined processes, and improved access to important information for staff, faculty, administrators, and students. In addition to the new ERP and SIS platform, assessment efforts have also resulted in an allocation of more than \$400,000 toward substantial upgrades to classroom technology. These upgrades will equip classrooms with enhanced multimedia capabilities and state-of-the-art technology tools, facilitating the integration of digital resources and promoting more effective teaching methods.

Based on a mission-driven decision to address student affordability and accessibility, and in response to frequent student inquiries regarding the availability of supplemental textbooks recommended by instructors and assessment of student learning needs (students are more likely to succeed in a course when they have access to the textbooks), over the past year, the Library has reallocated its resources to procure copies of all supplemental textbooks recommended by instructors for courses taught at NNU. This will provide students, who might opt not to buy the additional textbooks or lack sufficient funds to do so, with free access to these learning resources. To enhance remote access for students, the Library staff prioritized acquiring eBooks with unlimited user licenses whenever feasible. Print versions of supplemental textbooks not available electronically have been placed on reserve in the Library for limited checkout. To make it easy for students to find and access these resources, the Library staff has provided information on these supplemental textbook resources in each of the disciplinary Library Research Guides.

Exhibit Documents

- [2022-25 Strategic Plan with Tactical Plan for 2022-23](#) (.pdf)
- [Academic Services Employee Survey Results – Spring 2022](#) (.pdf)
- [Academic Services Graduate Student Survey Results – Spring 2023](#) (.pdf)
- [Academic Services Undergraduate Student Survey Results – Spring 2023](#) (.pdf)
- [Board of Trustees Standing Committee Dashboards](#) (NWCCU Box folder)
- [Institutional KPIs Dashboard](#) (.pdf)
- [Last Semester Survey – Spring 2022 Graduate Students Summary](#) (.pdf)
- [Last Semester Survey – Spring 2022 Undergraduate Students Summary](#) (.pdf)
- [Library Research Guides](#) (web link)
- [PRFR Report, Standard 2.F.4](#) (.pdf)
- [SLT Dashboards](#) (NWCCU Box folder)
- [Support Services Annual Assessment Reports](#) (NWCCU Box folder)
- [Support Services Annual Assessment Template](#) (.pdf)

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

In fall 2019, the SLT approved a revised set of peer comparison institutions that includes eight regional faith-based institutions, one private institution in close proximity to NNU, and four Nazarene institutions located across the United States:

- College of Idaho
- Colorado Christian University
- Corban University
- George Fox University
- Northwest University
- Olivet Nazarene University
- Point Loma Nazarene University
- Seattle Pacific University
- Southern Nazarene University
- St. Martin's University
- Trevecca Nazarene University
- Walla Walla University
- Whitworth University

With the understanding that several institutions on this list are more “aspirational” than “peer,” this group of comparison institutions shares similarities to NNU and is used regularly by administrators when examining and evaluating IPEDS data in efforts to improve effectiveness as determined by the institution’s key performance indicators and represented in its institutional dashboards.

In addition to IPEDS data, NNU also regularly uses a variety of other types of peer comparison data to help set and articulate meaningful goals, objectives, and indicators of goals to improve effectiveness. Since 2017, the institution has regularly participated in the National Study of Instructional Cost and Productivity (The Delaware Cost Study), which provides a comparative analysis of faculty teaching loads and direct instructional costs with peer institutions from across the country. While the participants identified in peer categories may change annually depending on who chooses to participate in any given year, the sample size of peer institutions is large enough each year to provide meaningful and useful data to inform institutional decision-making. The Deans Council frequently uses this data to help monitor academic program effectiveness, efficiency, and sustainability, and several data points from the cost study are included in the annual department assessment reports for department review as well.

NNU is a member of the Council of Independent Colleges (CIC), which produces annual benchmarking reports that provide key indicators of institutional performance for private, not-for-profit colleges and universities. These key indicators cover student information (enrollment, recruitment, progression), information related to faculty, and a wide range of financial

information including tuition revenue, resources and expenditures, and financial aid. Information is provided by national median, west region median, and institutional score. Members of the SLT review and use this information each year in their planning processes.

Through participation in the Leading Through Change initiative sponsored by the M. J. Murdock Charitable Trust, NNU has received three comprehensive peer benchmarking reports compiled by the Human Capital Research Corporation (HCRC) over the past five years. These reports include a variety of metrics related to enrollment, student profiles, tuition pricing and affordability, outcomes, academic programs, and faculty, as well as financial metrics including revenue, expenditures, and assets. The first report compared 30 peer institutions (selected by HCRC) using public domain data from 2009-2017. Several NNU administrators participated in a data analysis workshop facilitated by the Murdock Trust that included leaders from peer institutions to explore the data together and establish institutional priorities based on their understanding and interpretation of the data. The second report was produced at the institution's request for use by the Board of Trustees to inform initial planning in the development of the 2022-25 Strategic Plan. This report included data from 2013-2019 that compared 18 peer institutions (NNU's 13 peer comparison institutions listed above plus five additional institutions). The HCRC produced a third report as a follow-up to the first report using longitudinal data from 2014-2020. This report included data comparing 28 peer institutions identified by NNU and continues to be used by the SLT to monitor progress toward attaining institutional benchmarks and goals.

NNU has participated in the CCCU Collaborative Assessment Project (CAP) since fall 2020. During this time, the institution has administered several nationally-normed assessment instruments including the National Survey of Student Engagement (NSSE) and the Thriving Quotient Survey (TQ). As a CAP member, NNU receives additional benchmarking reports that compare NNU mean scores with the mean scores of other CCCU institutions that participate in the CAP each year. Depending on the instrument, NNU also receives reports disaggregating data by other peer institution comparison groups including Nazarene institutions, CCCU institutions that aren't members of the CAP, national four-year private institutions, and institutions by Carnegie classifications. Before its involvement with the CAP in 2020, NNU had periodically administered these instruments, as well as the Student Satisfaction Inventory (SSI), over the previous 10-15 years. Data from these instruments are used by various sectors across campus to assist with assessment, planning, decision-making, and allocation of resources. As a more specific example, this past spring the Engagement and Belonging Commission was asked to take a deep dive into the student TQ data and create a campus-wide action plan to improve institutional effectiveness. This fall, the Culture Action Team and Deans Council will partner with the SLT to analyze the faculty and staff TQ data and develop an action plan in response to the feedback provided by the surveys.

Exhibit Documents

- CCCU Collaborative Assessment Project (CAP)
 - [NSSE Consortium Report – Spring 2021](#) (.pdf)
 - [Thriving Quotient Report – Fall 2020](#) (.pdf)

- Thriving Campus Initiative – Fall 2022/Spring 2023 (.pdf)
 - [Adult Undergraduate Students Report – Fall 2022](#) (.pdf)
 - [Graduate Students Report – Fall 2022](#) (.pdf)
 - [Traditional Undergraduate Students Report – Fall 2022](#) (.pdf)
 - [Faculty Report – Spring 2023](#) (.pdf)
 - [Staff Report – Spring 2023](#) (.pdf)
- [CIC Financial Indicators Tool \(FIT\) – 2023](#) (.pdf)
- [CIC Financial Indicators Tool \(FIT Supplement\) – 2023](#) (.pdf)
- [CIC Key Indicators Tool \(KIT\) Part A: Students and Faculty – 2023](#) (.pdf)
- [CIC Key Indicators Tool \(KIT\) Part B: Financial – 2023](#) (.pdf)
- [Delaware Cost Study Peer Comparison Results](#) (.pdf)
- [Engagement and Belonging Commission Thriving Campus Action Plan](#) (.pdf)
- [Institutional KPIs Dashboard](#) (.pdf)
- [Murdock Leading Through Change Report – 2017 Data](#) (.pdf)
- [Murdock Leading Through Change Report – 2019 Data](#) (.pdf)
- [Murdock Leading Through Change Report – 2020 Data](#) (.pdf)
- [Student Satisfaction Inventory Consortium Report – Fall 2018](#) (.pdf)

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

NNU operates with a well-defined structure of collaborative decision-making, as guided by the Board of Trustees' shared governance policy, which values the inclusion of faculty, staff, and administrators in the decision-making process while also implementing measures that promote transparency and encourage participation. A primary example of this is the formation of the institution's 2022-25 Strategic Plan. The process began with a triennial Board of Trustees strategic planning retreat in August 2021. Faculty and staff leaders and representatives, as well as the SLT members, were invited to join the trustees at the strategic planning retreat, which provided a broader perspective and led to a greater sense of ownership in the initial development of strategic themes. On the final evening of the retreat, the President and Board Chair reviewed the work of the retreat participants and identified a list of emerging themes, then reported and "tested" those themes with the retreat participants the following day. These themes were then presented to the faculty during their annual fall workshops in late August, and a workshop session was dedicated to asking the entire faculty to review the emerging themes and provide further feedback. Based on this feedback, a revised draft of the emerging themes was then shared with all campus employees, who were invited to participate in one of four open forums in September to offer additional comments and suggestions. Throughout the 2021 fall semester, additional feedback was solicited from various constituents including the Board of Trustees, NNU Alumni Board, and the NNU Foundation, Inc. Board of Directors. In November, the President sent a revised high-level draft of the strategic plan with strategic themes and initiatives to all campus employees requesting a final round of feedback via email. In January, the President worked with the Board's Executive Committee and SLT to compile the

feedback received and create the proposed three-year strategic plan themes and initiatives, which were presented to the Board of Trustees in its spring 2022 meeting for approval. These strategic plan themes and initiatives were then presented to all employees in a town hall meeting in April 2022, and faculty and staff were invited to engage in the creation of the tactical plan that supports each of the strategic themes and initiatives. Members of the SLT were each assigned to work with faculty and staff to develop tactical plans for one of the strategic initiatives, and appropriate individuals were identified to serve as “responsible agents,” providing oversight to meet the goals and objectives of the tactical plans. The fully developed strategic plan was completed in September 2022 and shared with the campus community and constituents for implementation. While students were not integrally involved in the strategic planning process, the Student Government Association (SGA) president attended Board of Trustee meetings throughout the refinement and approval process, and SGA officers and other students participated in the development of several of the tactical plans.

Tactical plans were created to achieve the strategic initiatives outlined in the overall plan. These tactical plans identified resources needed to effectively execute the strategic objectives. As the first year of implementing the 2022-25 Strategic Plan draws to a close, many of these resources have already been allocated to support the initiatives. Some of these resources included bringing consultants to campus to assist departments in assessing their effectiveness and adopting best practices, enhancing digital infrastructure for the campus, investing in academic “programs of promise” and strategic enrollment growth initiatives, and hiring personnel in key areas identified within the Strategic Plan.

The University is currently developing an interactive dashboard to assist in the execution of the 2022-25 Strategic Plan. The dashboard includes key institutional measures that offer insights into NNU’s progress in accomplishing the initiatives contained in the Strategic Plan. Each measure references recent historic performance, and a target or goal to achieve. In addition, the SLT is defining the projected timeline required to reach each target/goal and outlining the necessary steps to accomplish them. To ensure accountability, ownership of each initiative is assigned to one or more members of the SLT.

In addition to the Strategic Plan, institutional planning processes take on a variety of forms and are carried out at multiple levels. In each instance, planning is intentionally inclusive and ensures that appropriate constituencies have opportunities to be involved in planning related to matters in which they have a direct and reasonable interest. This was affirmed by NNU employees in the Thriving Quotient survey administered in spring 2023. When asked whether they have a voice in institutional decision-making processes at NNU, as well as if their opinions matter to the administration, faculty mean scores were statistically significantly higher than the mean scores for CCCU peers for both questions. Staff mean scores were also higher than the mean scores for CCCU peers for both questions, but not at a statistically significant level.

Financial planning and budgeting play a crucial role in ensuring the financial health of the University. The creation of the annual operating budget is a highly inclusive process that begins during the fall semester preceding the start of the fiscal year the following July. Tuition

increases for the next fiscal year are proposed to the Board of Trustees for approval at the fall Board meeting. Once tuition pricing is set for all programs, the institution begins projecting revenue. To establish the TUG revenue line, the University uses historical and industry trends, as well as TUG funnel data, to forecast the next fiscal year's incoming freshman enrollment. Forecasting models are used to project expected retention numbers for current students. GPS tuition revenue planning involves the GPS Admissions team, department and program chairs, and the Business Office. This group researches competitors' price points, examines prospective student interest, and works with the departments to project enrollments of students coming into the programs and remaining in the programs. Price point research and volume forecasts are computed independently by each program to arrive at the total forecasted GPS revenue. The deans then review revenue forecasts to offer feedback. Once the overall revenue is forecasted, the Budget Managers and Budget Owners (composed of senior leadership, deans, faculty, and staff) are tasked with creating the operating expense portion of the budget. Each department plans out its projected expenses, and the Finance Office compiles and presents the rolled-up University budget to the SLT for review during March and April. After aligning the University budget requests with the revenue forecast, any necessary adjustments are communicated to the Budget Managers and Budget Owners for their review. The SLT finalizes the proposed budget, considering feedback from the Budget Managers and Budget Managers regarding their comments and concerns. Once formulated, the proposed budget is then presented in the form of a resolution to the Board of Trustees' Resource Allocation Committee (RAC). Typically, in May, the RAC presents a motion for the Board of Trustees to vote on the budget resolution and approve the budget. During the fiscal year, Budget Owners and Budget Managers receive monthly budget reports for their areas of responsibility, and the budget is reviewed and presented to the Budget Managers during monthly meetings for input, questions, and comments.

After analyzing the fall semester enrollment results each year, the Vice President for Finance and Operations (VPFO) and University Controller project the cash flow available for campus care through capital improvements (defined in part as expenditures over \$5,000). Once the amount to be allocated for capital improvements is determined, the Finance Office compiles a list that includes unfunded requests from the previous year, funding requests submitted by budget owners during the spring budget formation process, input from sector leaders suggesting new capital improvement items obtained through an inclusive employee request process, feedback from the TAG, and consultation with the campus building maintenance leader regarding deferred maintenance items from the deferred maintenance tracking system. The compilation of these items results in a funding consideration list, which is then presented to the SLT for prioritization. Funding is ultimately allocated based on the established priorities until the totally identified amount is fully utilized. The prioritization process considers factors including life safety, student experience, employee environment, campus appearance, building preservation, and compliance with local, state, and federal regulations.

Since 2019, NNU has been actively engaged in strategic enrollment planning. The initiative, named Elevate, has had widespread campus involvement from its inception. The initial leadership team, data team, and six working groups that represented over 50 administrators,

faculty, and staff members from all sectors of campus conducted SWOT analyses in the areas of academics; finance and financial aid; marketing and branding; recruiting and admissions; retention and persistence; and student life to examine, re-envision, and identify strategies to elevate who NNU is toward what it aspires to be. This work led to the development of action plans and allocation of resources to initially fund four initiatives during the 2021-22 year, which included launching a digital media major and Doctor of Clinical Psychology program; enhancing marketing for underperforming programs in Business, Computer Science, and Engineering; and targeting recruitment of high school students who take concurrent credit courses through NNU.

While the data team and six working groups completed their work and are no longer active, the initial Elevate leadership team has now grown to become the Strategic Enrollment Management Commission (SEMC), a cross-campus, interdisciplinary group of administrators, faculty, and staff charged with providing oversight and accountability of approved strategic enrollment management (SEM) initiatives and vetting newly proposed action plans for strategic enrollment initiatives. Subsequent action plans approved through the SEM process over the past two years have included the allocation of resources to enhance advising and retention efforts through the use of student success coaches, develop a campus-wide recruitment and retention culture that increases enrollment, focus on the recruitment and support for Latino/a students, re-recruit stop outs (students who have previously withdrawn from NNU), enhance marketing for biology/pre-health majors, and launch majors in health communication and musical theatre. The SEMC continues to refine its monitoring procedures and data-collecting measures to ensure these initiatives meet their annual enrollment goals. In instances where the established goals are not met, appropriate adjustments are made, and if necessary, the initiative may be discontinued.

Beyond the work of the SEMC, the Deans Council actively engages with department chairs and faculty to conduct academic planning each year. Much of this planning is integrated into annual assessment efforts as departments review data specific to their areas. In recent years, this work has led departments to propose adding new majors, co-majors, and minors, or discontinuing existing ones. The Deans Council also reviews faculty openings each year and works with departments to prioritize job postings and also eliminate positions when necessary.

Exhibit Documents

- [2022-23 Capital Spending Budget](#) (.xlsx)
- [2022-25 Strategic Plan with Tactical Plan for 2022-23](#) (.pdf)
- [Board of Trustees' Shared Governance Policy](#) (.pdf)
- [Elevate Working Groups](#) (.pdf)
- [Institutional KPIs Dashboard](#) (.pdf)
- [Revenue Forecasting – GPS Students](#) (.xlsx)
- [Revenue Forecasting – TUG Students](#) (.xlsx)
- [Thriving Quotient Survey Faculty Report – Spring 2023](#) (.pdf)
- [Thriving Quotient Survey Staff Report – Spring 2023](#) (.pdf)

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

NNU monitors internal and external environments most broadly at the governance level through established procedures, standing committee reports, and agenda items considered at semi-annual Board of Trustees meetings. The Board of Trustees is proportioned according to church membership in each of the seven districts within the Northwest USA Field, with 33 members of the 40-person board coming from and elected by one of these districts. These 33 members include both clergy and lay representatives. In addition, five at-large trustees who represent areas of diverse expertise and interest are elected by the sitting Board of Trustees. By virtue of its composition, the Board represents a range of individuals who bring knowledge of external environments and regularly monitor the institution's health and ability to thrive in the shifting landscape of higher education.

As described in Standard 1.B.3, the University engages in a highly-interactive strategic planning retreat every three years. This retreat includes all trustees, faculty representatives, staff representatives, and members of the SLT. To prepare for the retreat, all participants are furnished with articles and data beforehand, offering valuable insights into the present state of higher education in the U.S. and trends in the field. In addition, early in each retreat, the administration makes a presentation that highlights key information related to the state of the University. In this way, the University's strategic planning occurs within an understanding of the University's internal and external environments.

To further enhance the Board's effectiveness and awareness of both internal and external environments, standing committees of the Board of Trustees use data dashboards to track essential key performance indicators (KPIs) within their respective areas of responsibility. Additionally, every trustee receives the Trusteeship magazine from the Association of Governing Boards, which provides valuable insights into the landscape of higher education. The Board routinely selects one or more relevant topics for presentation(s) at each of its semi-annual Board meetings.

In addition to the Board of Trustees, NNU relies on the expertise of members of the NNU Foundation, Inc. Board of Directors, as well as members of the NNU Alumni Board to provide guidance and direction to the University. Both the Foundation Board and the Alumni Board meet semi-annually with agendas designed to not only provide each with information but also for the institution to seek advice and counsel from each of these external boards. Though the Foundation Board and the Alumni Board are not directly involved in the triennial strategic planning retreats, similar environmental information is shared with each board during the year when the next strategic plan is being drafted, and early drafts of the strategic plan are also shared with each board, with requests for feedback and counsel as the drafts are refined into the adopted strategic plan.

A number of academic departments including Business, Computer Science, Education, Engineering, and Nursing utilize advisory boards comprised of experts and professionals in their fields of study to help these departments monitor internal and external environments directly impacting them. Likewise, the College of Theology and Christian Ministries has fostered a mutually beneficial partnership with the seven District Superintendents of the Church of the Nazarene in the Northwest USA Field. The collaboration has proven to be invaluable, ensuring that their academic programs remain relevant and aligned with the real-world challenges faced by the Church and its members, while also providing the institution with valuable perspectives into the ever-evolving needs of the communities they serve.

Beyond conducting regular internal and external assessments within the institution, NNU frequently engages consultants to aid the University in assessing its strategic position and charting its future direction. These consultants offer a professional external analysis that provides a more objective perspective. Recent examples of this type of external assessment include the University's work with Fuller Higher Ed Solutions (FHES), VLCM, Right! Systems Inc, and Caylor Solutions.

NNU engaged the consulting firm FHES in January 2023 to conduct a thorough assessment of the traditional undergraduate enrollment and recruitment systems, data, structure, strategies, tactics, resources, and team deployment. This engagement with FHES emerged from the enrollment team's desire to conduct an enrollment "wellness check" given the importance of reaching new undergraduate student enrollment goals. FHES offered 72 recommendations, some of which have already been implemented and many others are in the process of being implemented. These recommendations included changes to admissions, recruitment, retention, marketing, athletics, and financial aid. The result of this work has led to the allocation or reassignment of resources to address various recommendations. These include the creation of a new University website, improvements in the procedures for welcoming campus guests (prospective students), enhancements to systems promoting recruitment across multiple campus offices, and the implementation of recruitment and retention training for employees.

In June 2023, NNU enlisted the services of two IT consulting firms, VLCM and Right! Systems Inc, to carry out both external and internal penetration testing and perform a comprehensive risk assessment on the institution's technological infrastructure. For the risk assessment, VLCM evaluated hardware and software controls, vendor relationships, staffing, and policies in comparison to the CIS best practices framework. VLCM also assessed the level of risk associated with each technology asset. Right! Systems conducted penetration testing on NNU's external and internal networks. This testing aimed to identify potential vulnerabilities such as misconfigurations, privilege issues, weak passwords, the effectiveness of anti-virus software, user credential weaknesses, remote session testing, server file planting, and remote code execution. The IT team is in the process of reviewing the reports and findings identified by each of the contracted consulting firms and will prioritize recommendations for implementation.

The ongoing development of web technology and the evolution of user behaviors requires regular review and improvement of customer-oriented websites. NNU's consultation with Fuller

Higher Ed Solutions confirmed the need for a redesign and redevelopment of the University's website. The current website presents navigational challenges and an overwhelming amount of content, especially when considering the experience and needs of prospective students. To assist with the redesign of the University website and address these issues, NNU chose to partner with Caylor Solutions, which specializes in providing marketing solutions for educational institutions and has a keen understanding of Christian higher education. Their primary goal for the NNU website is to boost enrollment by delivering more concise and targeted messaging and implementing user-friendly navigation for prospective students to access relevant content. Additionally, the revamped website will feature significantly more outcomes-based content and improved search engine optimization, making NNU more discoverable to prospective students during their college searches.

Exhibit Documents

- [Alumni Board of Directors Membership List](#) (.pdf)
- [Board of Trustees Membership List](#) (.pdf)
- [Board of Trustees Standing Committee Dashboards](#) (NWCCU Box folder)
- [Fuller Higher Education Solutions Executive Summary](#) (.pdf)
- [NNU Foundation, Inc. Board of Directors Membership List](#) (.pdf)

Standard 1.C Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials, and include designators consistent with program content in recognized fields of study.

NNU's academic programs are consistent with the mission and culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees and certificates. Undergraduate programs are built on the foundation of a strong liberal arts curriculum as discussed in Standard 1.C.6, and are complemented by well-conceived curricula as students pursue one or more major areas of study. Graduate programs are created to provide advanced-level training for students in areas of professional practice. Graduate degrees are distinct from undergraduate degrees in terms of their coursework, research, and application.

NNU's mission is centered on academic programs that are designed by faculty members who are experts in their respective fields. These programs undergo peer and administrative review to ensure that they meet the required standards of content and rigor. Following the principles of shared governance, faculty in the respective department or program initiate proposals for new or revised courses and programs, which then undergo review at the department and college levels. Significant program changes include evaluation by the appropriate Undergraduate or Graduate Academic Council, as well as the Deans Council and/or Academic Leadership Team and the VPAA to ensure cross-campus coordination and consideration of accreditation implications. In parallel with these academic sector reviews of new program

proposals or substantive program changes, the SEMC evaluates the potential financial viability of these initiatives. After these reviews, the VPAA and VPFO present proposals to the President for review and potential recommendation to the Board of Trustees for adoption. New programs or programs with substantive changes are submitted to the NWCCU for their review and approval.

NNU awards credits and degrees in a manner consistent with institutional policies and follows generally accepted learning outcomes, norms, or equivalencies in higher education. Student learning outcomes are established in each course, assessed by each faculty member, and students are assigned grades based on the successful completion of those outcomes. Student achievement is documented by the successful completion of courses and grades earned in each course. Credit hours required for associate's degrees (at least 63 credits), bachelor's degrees (124 credits), master's degrees (at least 30 credits), EdS degrees (at least 30 credits beyond master's degree), ThD (at least 53 credits beyond master's degree), EdD and PhD degrees (at least 66 credits beyond master's degree), and the PsyD (at least 104-121 credits while simultaneously earning an MA in Clinical Psychology) are comparable to other institutions.

Semesters for TUG students typically consist of approximately 15 weeks of instructional class days plus a four-day final examination period. One semester credit represents a class meeting once a week 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 are consistent with accepted practice in higher education. Professional studies and graduate program semesters are 16 weeks in length, with most courses offered during seven- or eight-week sessions. A few accelerated courses are offered in five- or six-week sessions.

Each of the institution's degree programs, their academic requirements, and student learning outcomes are explained by department in the TUG and GPS Catalogs, as well as on departmental pages on the University website. Courses are offered on a regular and predictable schedule that provides students with sufficient opportunities to complete their programs in a timely manner, and in cases where students find themselves off-sequence, either appropriate course substitutions may be made or a process is available for students to request an applicable independent study.

Courses listed in the catalogs are offered every year or every other year, with only a few exceptions of courses that are offered less frequently. The placement of courses on the daily schedule is done with the needs of students in mind. Courses with multiple sections are frequently offered during both the morning and afternoon, which provides greater flexibility for student scheduling. To accommodate students in athletics, forensics, music, and theatre, 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 extracurricular participation and smooth movement through undergraduate program requirements.

Academic departments participate in annual assessment as explained in Standard 1.C.5 to ensure their courses and programs are meeting their intended student learning outcomes. Departments frequently report that their students are highly sought after in the workplace, with nearly 100% placement rates following graduation. Departments that prepare students to enter graduate schools also report higher than average placement rates for their students. This speaks highly of the level of rigor represented in the institution’s academic programs and their effectiveness in preparing students to have successful careers after they graduate from NNU.

As indicated in the table below, some departments and programs have specialized accreditation, which informs the content and contributes to the rigor of these programs. All of these programs have an accomplished history of receiving high praise and exemplary reports from their accrediting bodies, which speaks to their ability to maintain high academic standards in these recognized fields of study. To cite a recent example, in spring 2022 the College of Education completed a successful CAEP review in which the evaluation team found no areas in need of improvement and CAEP asked permission to highlight the NNU Educator Preparation Programs in CAEP resource documents as exemplary models for application of CAEP standards.

College or Program	Accrediting Body
College of Business	Accreditation Council for Business Schools and Programs (ACBSP)
Department of Counselor Education	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
College of Education	Council for the Accreditation of Educator Preparation (CAEP)
Department of Engineering	Accreditation Board for Engineering and Technology (ABET)
College of Nursing	Commission on Collegiate Nursing Education (CCNE)
Department of Social Work	Council on Social Work Education (CSWE)
Graduate School of Theology	Association of Theological Schools (ATS)

Exhibit Documents

- [2023-24 Daily Schedule and Final Exam Period](#) (.pdf)
- [2023-24 GPS Calendar](#) (.pdf)
- [2023-24 TUG Calendar](#) (.pdf)
- [2023-24 GPS Catalog](#) (web link)
- [2023-24 TUG Catalog](#) (web link)
- [Independent Study Contract](#) (.pdf)

- [University Website – Accreditation](#) (web link)
- [University Website – Department Pages](#) (web link)

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

All academic departments at NNU are grounded in student learning outcomes that are appropriate for their specific discipline and level of degree. Student learning outcomes and requirements for each program and major are clearly articulated in the TUG and GPS Catalogs. The catalogs also contain course descriptions, as well as prerequisites and corequisites for courses. At the undergraduate level, the culmination and synthesis of learning is demonstrated through capstone courses. All graduate programs require students to complete a culminating experience or project to demonstrate a thorough understanding and practical application of the content. Depending on the program, this can be fulfilled through internships, clinical practice experiences, action research projects, theses, or dissertations.

The majority of GE courses and introductory courses in the various disciplines are offered at the 1000- and 2000-level. Pre-college level 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). Graduate courses are 6000- to 9000-level. Between 2009-2011 professional development courses were 5000-level. Since 2011, professional development courses have been categorized as 50000-level for graduate continuing education (non-degree seeking students), and as 60000-level for non-degree seeking students earning graduate academic credit (students receive a letter grade). This course numbering system, along with grading system information and units of credit and calendar, is explained in the transcript legend included with all official NNU transcripts.

The faculty and curriculum committees at the department and college levels in each discipline are responsible for determining the breadth, depth, and sequencing of courses. These decisions are then confirmed by the relevant academic council, either the Undergraduate Academic Council (UAC) or Graduate Academic Council (GAC). Many programs and majors provide students with a four-year course sequence plan specific to their major that ensures students may graduate in a timely manner. Graduate programs provide similar program plans to their students. These are generally distributed and reviewed with students during the advising process. Students are encouraged to work closely with their academic advisor, who provides information on program/major requirements and assists in the sequencing and scheduling of courses.

Exhibit Documents

- [2023-24 GPS Catalog](#) (web link)
- [2023-24 TUG Catalog](#) (web link)
- [GPS Personalized Course Sequence Plan – Sample](#) (.pdf)

- [NNU Transcript Legend \(.pdf\)](#)
- [TUG Four-year Course Sequence Plan – Sample \(.pdf\)](#)

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Academic departments have established clear student learning outcomes that define the expected achievements for students pursuing a degree in a particular discipline. These SLOs are accessible through different channels, including departmental pages on the University website, the TUG and GPS Catalogs, and course syllabi. In addition to SLOs, each major program's goals and objectives are outlined in detail within these catalogs and web pages. The level and scope of SLOs vary across departments, and they may align with the specific standards set by disciplinary accrediting bodies.

Instructors are encouraged to make use of University-approved syllabus templates when creating their syllabi. These templates not only assist with accessibility compliance but also provide consistency in formatting and ensure the inclusion of SLOs and other essential elements. Instructors must establish and provide access to a Canvas course shell that is accessible to their students. Syllabi are delivered to students electronically through Canvas. Additionally, some instructors provide printed copies of syllabi to students on the first day of class.

Exhibit Documents

- [2023-24 GPS Catalog](#) (web link)
- [2023-24 TUG Catalog](#) (web link)
- [Course Syllabi](#) (NWCCU Box folder)
- [Syllabus Design Guide and Syllabus Templates](#) (web link)

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

NNU is dedicated to supporting students from the admission process through their program completion by providing up-to-date and reliable information through multiple platforms. The University website and the online TUG and GPS Catalogs serve as the primary sources of information regarding the institution's admission and graduation requirements. These resources are easily accessible online. To maintain the accuracy and integrity of all publications and web content, departments and offices take responsibility for their respective areas, and coordinate necessary changes with the Marketing and Communications department. The University website is regularly reviewed and updated to incorporate the latest changes and information, while the online catalog content undergoes an annual review conducted by departments in collaboration with the Office of the Registrar to ensure its accuracy and continued relevance.

Entrance requirements and procedures are available on the Admissions website and are also explained in the TUG and GPS Catalogs. Information on undergraduate academic programs is provided in the TUG Catalog by academic departments. Program descriptions include SLOs, course requirements, and any additional prerequisites or graduation requirements such as a subject exam, recital, advanced standing, etc. Course descriptions are also provided by departments. Information on undergraduate professional studies (PS) academic programs and course descriptions is provided in the GPS Catalog by program. Information on graduate academic programs is also provided in the GPS Catalog by program. Graduate course descriptions are available in the GPS Catalog and also via a link on each of the program web pages. All students have access to their degree audit via the NNU Portal. Students and advisors utilize the degree audit to plan students' schedules of courses and create a timeline for degree completion.

General policies concerning graduate admission and program regulations are outlined in the GPS Catalog. Program-specific information is published in each department section of the GPS Catalog and is also available on the departmental web pages. The Graduate Academic Council (GAC) 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 GPS 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. Some programs also require letters of recommendation or professional reference, as well as a personal essay and the recommendation of a faculty interview committee.

Exhibit Documents

- [2023-24 GPS Catalog](#) (web link)
- [2023-24 TUG Catalog](#) (web link)
- [Degree Audit – Sample](#) (.pdf)
- [Department Pages on University Website](#) (web link)

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Faculty at NNU are charged with providing oversight for the design, approval, implementation, assessment, and revision of the curriculum. As stated in the NNU Bylaws:

The faculty shall formulate, subject to administrative review and approval, requirements for admission, courses of study, conditions of graduation, academic degrees to be conferred, rules and methods for the conduct of the educational work of the University and athletics (NNU Bylaws, Article VII.2).

The Faculty Constitution in the Faculty Policy Manual (FPM) further explains that:

The purpose of the Faculty as a Whole is to provide for the academic and scholarly excellence of the University. This responsibility includes such matters as requirements for admission and graduation, curriculum, the nature of degrees to be conferred, rules and methods for the conduct of the educational work of the University, and recommendations...that are needed to maintain or improve the academic quality of the University (FPM 3.2, Article II).

Systematic assessment of academic departments/programs and their SLOs is an essential part of the institution's comprehensive assessment plan and work of the faculty. As mentioned in Standard 1.B.1, SLOs are regularly assessed at the institutional, department and program, and individual classroom levels. At the institutional level, SLOs are assessed through GE outcomes as explained in Standard 1.C.6. Departments and programs have SLOs specific to their discipline and/or programs that are assessed regularly through the collection and review of department-specific data and departmental assessment processes and procedures. Classroom-level and student-level assessments occur as faculty members and departments evaluate student performance in individual courses and monitor student progress through programs.

Academic departments and programs participate in an annual review process that includes the completion of a department assessment report each spring. During the academic year, the Office of Institutional Effectiveness provides each department with an Annual Academic Program Review Template. The first part of the template includes pre-populated student and faculty data disaggregated specific to the department or programs within the department. In addition to reviewing and analyzing this department-specific data, departments are also asked to provide and analyze any additional data collected internally by the department. This data often includes end-of-program exams (major field tests, licensing exams, graduate exams, etc.), recent graduate surveys, or employer/internship provider surveys. The bulk of the report is focused on departmental assessment of their SLOs, evaluation of the resources needed to meet their SLOs, and changes/recommendations made to improve student learning and program effectiveness based on what they have learned through the assessment process. Completed reports are submitted to a shared Google Drive "Academic Assessment" folder and the department chair and dean of the college meet with the Associate VP for Institutional Effectiveness and VPAA to review the report together. During this meeting, significant programmatic changes and future resource needs that have been identified are highlighted and discussed.

The most recent three-year academic assessment cycle that began in 2019-20 was disrupted by COVID-19 in spring 2020 during the first year of the cycle when NNU transitioned to a fully-remote environment in early March. Since faculty were not on campus for the remainder of the spring semester and summer, many departments put their assessment work on hold. As a result, most departments compressed their three-year schedules to review their SLOs into two years so they could still complete the assessment of all of their SLOs by the end of the three-year cycle in 2021-22. This allowed them to begin a new three-year cycle during the 2022-23

academic year. A few departments ended up shifting their three-year assessment cycle forward one year, so these departments just completed the assessment of their remaining SLOs this past spring and will begin a new assessment cycle during the 2023-24 academic year.

During the three-year assessment cycle, departments and programs are expected to evaluate each of their SLOs at least once. However, certain departments including Biology, Business, Education, Kinesiology, and Visual Arts assess all of their SLOs annually. Certain departments, especially those with external accreditation, have implemented more structured assessment procedures. This is exemplified by the College of Education, which has created an assessment handbook and decision grid document to guide its assessment processes.

The Academic Effectiveness Committee (AEC), formerly named the Academic Assessment Committee, is entrusted with the task of enhancing academic assessment processes and ensuring that faculty and departments have the necessary tools to carry out their annual assessment of SLOs effectively. The AEC Handbook describes the primary goals, responsibilities, and working structure of the committee. COVID-19 disrupted the institution's rhythm of scheduling designated faculty professional development days each fall and spring during student holidays, at least one of which focused on academic assessment. In 2022-23, the General Education Council (GEC) facilitated a GE-focused assessment day in October 2022 (discussed in Standard 1.C.6). In April 2023, the AEC coordinated a faculty assessment day that focused on academic effectiveness for teaching today's students and a review of student survey data in the morning, while providing departments with the time and support needed to work on their assessment reports for the 2022-23 academic year in the afternoon. The institution has again scheduled two faculty professional development (PD) days in 2023-24, with the fall PD day dedicated to preparing to host the Hispanic Youth Leadership Summit and the spring PD day having a particular emphasis on advancing learning outcomes assessment.

Exhibit Documents

- [Academic Effectiveness Committee Handbook](#) (.pdf)
- [Annual Academic Program Review Template](#) (.pdf)
- [Annual Assessment Reports by College and Department](#) (NWCCU Box folder)
- [College of Education EPP Assessment Handbook](#) (.pdf)
- [College of Education EPP Decision Grid](#) (.pdf)
- [Faculty Policy Manual](#) (.pdf)
- [NNU Bylaws](#) (.pdf)

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem-solving, and/or information literacy.

NNU 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 breadth (the GE program) and depth (the student’s major field of study) to nurture students’ highest intellectual, physical, and spiritual development.

The general education (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 primary 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 formational leaders and thinkers, ideas, and movements. In addition, students consider different cultures and the Christian faith. The curriculum is intellectually challenging and designed to set the tone for all courses at NNU.

The current GE program is explained in the Undergraduate Degree and General Education Requirements section of the TUG Catalog and the Undergraduate Programs General Education Requirements section of the GPS Catalog. The GE program consists of 50 credits taken during students’ undergraduate 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, each student must complete a math proficiency requirement and a cultural competency requirement.

Students transferring to NNU with an approved Associate of Arts (AA) degree 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 proficiency, and an abbreviated cultural competency experience. This ensures that every student enrolled at NNU is engaged in a comprehensive GE program, while still accommodating the transfer of credits from other accredited colleges and universities.

Students enrolled in the Honors College at NNU fulfill GE requirements in the areas of Christian formation, humanities, sciences, and intellectual and practical skills by taking four co-taught interdisciplinary courses during their first two years at NNU. In addition to these specialized courses, they complete their remaining GE requirements by taking courses within the traditional undergraduate GE program. In spring 2023, the institution appointed a new director for the Honors College. The primary charge for the new director is to make the Honors College program more robust and fruitful. The new Honors College director and the GEC chair are working diligently to ensure that any changes made to the honors program align with the GEC program and teach and measure the necessary GE outcomes.

In 2012, the GEC collaborated with academic departments to create 16 outcomes for GE courses. These outcomes are still being used today, with minor revisions that have been made over time to enhance their effectiveness. These outcomes correspond in prefix and number with the requirements in the four broad areas of study. For example, the CF1 (Christian Formation) outcome and rubric are used to measure student performance in BIBL1100 Introduction to Biblical Studies, and the HU1 (Humanities) outcome is used to assess student

performance in literature courses. The full list of outcomes and rubrics can be found on the GE website, a tool developed by the GEC for faculty teaching in the program.

The GEC has also worked with individual departments over the years to streamline and improve GE requirements. For example, in 2016, the Language and Literature department began tracking GE outcomes data for the introductory writing course requirement (previously ENGL1030 University Writing and Research). Through ongoing assessment of student performance in the course, the department recognized that the process for placing students in ENGL1030 was unnecessarily complex and that the course was not achieving desired SLOs. As a result, the department created a new Introduction to Academic Writing course (ENGL1040) that replaces ENGL1030 and was approved by the GEC this past year to be offered starting in fall 2023.

During the 2019-20 academic year, NNU conducted an extensive cost reduction review of all academic programs and as a result of the review, the GEC received two recommendations to explore GE program changes. The Deans Council asked the GEC to review the first-year experience program and consider whether a change from a 3-credit model to a 1-credit model would be feasible. In spring 2020, the GEC reviewed the recommendation and approved a temporary 1-credit Cornerstone course. In spring 2023, the GEC reviewed the assessment data for the 1-credit course over the past three years and determined that the 1-credit model is effectively meeting the intended outcomes for the course. Thus, the GEC codified the 1-credit model as a permanent part of the GE program. Additionally, as part of the 2019-20 academic program review, the Undergraduate Academic Council (UAC) and SLT asked the GEC to consider a revision of the cross-cultural program. In response, the GEC approved and implemented a new cultural competency requirement with oversight provided by the GEC. The revised cultural competency program was officially launched in the fall of 2020, and a transition phase was initiated, set to conclude by the end of the 2022-23 academic year. All current undergraduate students are now expected to fulfill the full requirements of this new cultural competency program.

Since the adoption of the GE outcomes in 2012, the GEC has focused on establishing and standardizing GE assessment practices. For the past several years, GE course instructors assessed outcomes data using Qualtrics and prepared a report for the GEC each semester. The GEC refined this process over time and instructors regularly received training on how to collect and analyze data and prepare assessment reports for their GE courses. During summer 2022, the GEC partnered with the LMS Administrator and Computer Science faculty to conduct a thorough analysis of GE assessment data collected using Qualtrics during the 2021-22 year. Using a revised GE assessment process developed by the GEC at the beginning of fall 2022, the GEC mission fulfillment subcommittee gathered and organized information related to the GE outcomes. They facilitated a dedicated GE-focused assessment day in October 2022, where faculty members teaching GE courses conducted a comprehensive review of the collected data for each of the GE outcomes. During this assessment day, they analyzed the data and offered valuable feedback to enhance the GE program. Based on a review of the instructors' assessment reports, as well as information gathered during the assessment day, the

subcommittee reviewed each of the 16 GE outcomes and created recommendations to improve the GE program as noted in the updated GE Assessment Plan document. The GEC approved several of these recommendations in spring 2023, which resulted in the institution making several changes to the GE outcomes and course lists for the 2023-24 year. While progress has been made on some of the recommendations, work is ongoing for some of the others.

One of the recommendations that came as a result of the assessment day and subsequent GE Council subcommittee review was in the GE program's "Sciences" category. The faculty teaching in the sciences recognized a need to update the rubric language and determined that courses being offered for GE science were not necessarily appropriate for non-science majors. As a result, science faculty proposed a revision to the approved list of science GE courses. In particular, CHEM1200 and CHEM1200L were added to the approved GE science list and CHEM1210, CHEM1210L, CHEM2210, and CHEM2210L will likely be phased out as approved GE courses. The rewriting of the HU4 outcome to better measure what is being taught in history GE courses is another example of a positive outcome from the GE assessment day.

As a follow-up to the initial work completed during summer 2022, the GEC, in partnership with the LMS Administrator and Computer Science faculty, developed a means to automate and streamline GE outcomes reporting and assessment by importing the necessary GE rubrics into Canvas course shells automatically. Additionally, the LMS Administrator and Computer Science faculty helped the GEC with data management and analysis, identification of GE courses being taught, and faculty with whom to communicate about the assessment processes. These steps ensured the 2022-2023 outcomes were entered into the GEC course Canvas shells. Once the courses are completed and key assessments are graded, a computer script now pulls rubric data from Canvas at the end of each semester. Instructors and the GEC use this rubric data to determine if students are meeting the GE outcomes for each course.

Efforts to enhance and streamline automated processes are continuously underway. Over the past year, the GEC has made excellent progress in collecting and analyzing GE assessment data. To continue to close the assessment loop, the GEC conducted an end-of-the-year evaluation of the new assessment procedures and reporting system and discovered there were more outcome assessment gaps in GE courses taught by adjunct faculty compared to those taught by full-time faculty. Increasing adjunct faculty participation in GE outcomes assessment will be a primary focus for the GEC in 2023-24, and they have already started having conversations with the academic deans exploring how best to ensure that GE outcomes are being assessed regularly in the GE courses taught by adjunct faculty.

In spring 2022, the NNU Board of Trustees approved a new 2022-25 Strategic Plan that includes a charge to "reimagine" the GE program at NNU. In summer 2022, the VPAA organized a GE Task Force (separate from the GEC) to review the current GE program, examine GE models from peer institutions and identify best practices to build into NNU's GE program, and engage with stakeholders to develop a creative and innovative GE program. During a special meeting of the GEC in May 2023, the GE Task Force presented three initial models for the GEC's consideration and feedback. One of the next steps in the process will include a review of the models by the

entire faculty during the fall faculty workshops in August 2023. Work on refining the potential GE models is ongoing but is expected to be completed during the fall 2023 semester, and any approved changes will be implemented beginning in the 2024-25 year. It is premature to anticipate the exact outcome of this process. The final decision could range from adopting a more extensive revision that involves a complete restructure, making minor adjustments to the existing GE program, or even maintaining the program as is. Regardless of the outcome, the GEC remains committed to identifying and measuring appropriate GE outcomes in the future.

Exhibit Documents

- [GE Assessment Plan – 5-Year Overview](#) (.pdf)
- [GE Handbook – 2022-23](#) (.pdf)
- [GE Outcomes Assessment Reports and Reflection Documents](#) (NWCCU Box folder)
- [GE Outcomes Course Alignment by Outcomes and Course](#) (.pdf)
- [GE Outcomes Rubrics](#) (web link)
- [GE Website](#) (web link)
- [GPS Catalog \(Undergraduate Programs GE Requirements section\)](#) (web link)
- [TUG Catalog \(Undergraduate Degree and GE Requirements section\)](#) (web link)
- [NNU Cultural Competency Program](#) (web link)

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

NNU is deeply committed to using assessment data to enrich student learning. Academic departments follow a three-year assessment cycle, during which assessment data is consistently collected and analyzed to evaluate the effectiveness of each department. This process enables departments to implement changes as part of an ongoing commitment to improve student learning. Assessment planning, data collection, analysis, and the outcomes of each year's assessment activities are documented in the academic program annual assessment reports as described in Standard 1.C.5.

Some highlights of curricular changes that grew out of academic department assessment of student learning outcomes this past year include the following:

- Biology – Analysis of the mean percentile for the 2023 cohort of senior biology students who took the Major Field Test (MFT) revealed that their scores fell below the target percentile set for SLO 1. Further examination of the specific MFT sections in which students scored lower showed that much of this content is covered in courses completed by students two years or more before taking the MFT. To address this gap, the department is planning to create a repository of lectures for the students to review during their senior capstone course before taking the MFT. While the capstone instructor typically allocates three hours for MFT review in the course, more time will now be given to enable students to focus on the MFT content. Additionally, the department intends to provide additional online resources for MFT preparation, including a specially prepared video for students. These resources will enhance

students' understanding of the test content and contribute to improved MFT performance. The department also recognized they have a gap in obtaining feedback from their graduating students. In response, they will be integrating an exit survey into their capstone courses (BIOL4970 or BIOL4980) that will provide the department with useful feedback to assess and enhance the overall quality of its programs.

- Business – As a part of its assessment efforts, the department analyzed its advanced standing process, which facilitates students' official acceptance into the program and enables enrollment in the ACCT3960/BSNS3960 Internship course. The department developed an online zero-credit prerequisite course that is designed to provide students with comprehensive information about the requirements for achieving advanced standing and streamline the entire process, making it more efficient and accessible for students.
- Business (Graduate) – Considering student feedback, as well as noting the underperformance of MAcc students on the Peregrine exam, the department analyzed the exam's subject areas across the program. This analysis aimed to identify discrepancies between the course curriculum and exam content. In response, the department modified course content for several courses and is implementing Peregrine leveling modules in several introductory courses to more effectively deliver course content and better prepare students for the advanced-level courses in which they have previously struggled. The department also restructured the sequence of courses to create a more natural progression in delivering course content.
- Counselor Education (Graduate) – To promote increased interaction and knowledge sharing among students pursuing the community mental health track and the marriage and family track, the department consolidated the content from two separate low-enrolled courses in these tracks (COUN7531 Meta-Theoretical Practices in Marriage, Couple, and Family Counseling, and COUN7523 Organization and Administration of Clinical Services), and created a renamed integrated and expanded course, COUN7523 Organization and Administration of Clinical and Family Services, which is now required for all students. By doing so, students from both tracks can benefit from enhanced collaboration and exposure to diverse perspectives, providing them with a more enriched and holistic learning experience.
- Engineering and Physics – In light of feedback received from students, guidance from their advisory board, and in accordance with emerging industry standards, the department decided to replace LabView software with Python, an open-source software, in their lab sequence courses. The primary objective is to keep the curriculum up-to-date with the latest technological advancements and provide students with a more relevant and practical learning experience.
- History and Political Science – After reviewing students' Praxis scores and the State of Idaho's teacher certification requirements, the department determined that the American Government/Political Science secondary endorsement could be improved by adding POLS1050 Introduction to International Relations as a required course. The decision resulted from the recognition that the existing required courses in the program did not sufficiently address certain endorsement outcomes and specific Praxis content.

By adding POLS1050, the department intends to provide students with the missing Praxis-related content and align the endorsement with the desired outcomes.

- Kinesiology – An assessment of the KINE2640 Major Activity Lab (MAL) courses revealed the department was not consistently collecting adequate student data to ensure that GE outcomes are being achieved for these courses. In response to this issue, the department will be adding a new assignment in the form of a weekly MAL activity log that will focus on measuring the Surgeon General's guidelines within the course. This will also enable students to have more opportunities to apply the concept of measuring activity throughout the entire curriculum and enhance the significance of addressing section three in the KINE4970 Senior Capstone paper, making it a more valuable and comprehensive aspect of the overall learning experience.
- Language and Literature – Through ongoing assessment of student performance in the ENGL1030 University Writing and Research course, the department recognized that the course was not achieving desired SLOs. In response, the department developed a new ENGL1040 Introduction to Academic Writing course, which aims to attend to the developmental writing needs of incoming freshmen students and improve outcomes for students in their academic writing skills. Additionally, it provides better alignment with high school concurrent credit courses.
- Nursing – Taking into account input from faculty and students regarding the NURS1000 Introduction to the Profession of Nursing and NURS2100 Medical Terminology courses, and in response to the new nursing curriculum standards, the department combined essential components from three existing courses (NURS1000, NURS2100, and NURS2015 Foundations of Professional Nursing lab) to create a new hybrid NURS1100: Pre-Nursing I: Foundations course that will address elements in the new nursing standards and provide more comprehensive and effective preparation to help students be successful in the nursing program.
- Nursing (Graduate) – Primarily in response to feedback received from students, the department learned that the “3 P’s” (Pathophysiology, Pharmacology, and Physical Assessment) needed to be completed prior to FNP students entering the clinical setting to better prepare students for their clinical experiences. As a result, the department restructured the curriculum, moving these classes to the first two semesters of the program.
- Psychology – After reviewing student performance in meeting the benchmark for SLO 3 related to Ethical and Social Responsibility in a Diverse World, the department determined it would be more effective to link the outcome assessment to an assignment, rather than to an overall course grade. Therefore, the new benchmark for SLO 3 is now aligned with student performance on the cultural competency rubric for the final assignment rather than the final grade for the course.
- Psychology (Graduate) – Following a comprehensive curriculum mapping exercise, the department identified the absence of a neuropsychology assessment course as an omission of the PsyD curriculum. To address this gap, the department added PSYD8290 Assessment IV: Neuropsychological Assessment, which will be taught concurrently with the existing PSYD8220 Clinical Neuropsychology course beginning summer 2024.

Additionally, upon reviewing the initial results of the Profession-wide Competencies (PwC) Assessment, the department acknowledged the need for improvements in the PPSY6530 Ethics and Legal Issues in Psychology curriculum. To address this, they will be adding a dedicated section on patient rights and providing additional practice on moral and legal dilemmas.

- Visual Arts – During their assessment work this year, the department discovered they did not have a required senior-level course to assess their digital media majors. ARDE4870 Senior Exhibition has traditionally served as a comprehensive assessment for art majors, but this course was optional for digital media majors. To ensure that all students receive proper assessment and evaluation before graduating from the program, moving forward, this course will now be required for digital media majors. Additionally, the department recognized the need for improved assessment activities in the freshmen and sophomore-level courses. At present, most of the assessment activities are concentrated in the later stages of the program. To rectify this, the department is now focused on identifying and incorporating appropriate assessment activities in the earlier stages of the program.

While assessment efforts outside of academic departments and academic services have not been as systematic and robust, support service areas also utilize assessment results to enhance student outcomes and institutional effectiveness. Several notable changes have emerged from the assessment results of support service areas, including the following:

- Admissions – The TUG Admissions team has moved from their previous location at the edge of campus to the Conrad Student Commons to be more centrally located and accessible to campus guests. In addition, changes have been made to strengthen the working relationship with the marketing team to streamline the communication and recruitment processes for prospective students. The TUG Admissions team and the Slate team are also partnering with athletics to bring the coaches into the Slate environment for athletic recruitment. The GPS Admissions team worked with the Graduate Social Work department to streamline and improve the application process for their program resulting in a 50% increase in applications from fall 2022 to fall 2023. Lastly, both the TUG and GPS Admissions teams have worked with various offices on campus to develop an internal and external referral program, allowing current students, faculty, staff, alumni, and friends of the University to refer prospective students to the admissions teams.
- Campus Safety – In 2022, Campus Safety and the Nampa Police Department collaborated to conduct a comprehensive Campus Safety Assessment. The findings and conclusions drawn from this assessment are serving as a foundation for making well-informed decisions to enhance safety measures on campus. This has led to significant improvements including changes in road access and closures, installation of additional and improved lighting, and adding key card access to specific buildings as deemed necessary. To realize these safety enhancements, the Campus Safety Director is working closely with external vendors and on-campus entities to strategically allocate CapEx funds to enhance the security and well-being of both students and employees.

- Career Development – The decision to transition from a one-day, all-encompassing Career Fair to specialized and targeted career fairs at NNU was shaped by various factors including surveys gathering feedback from students and academic departments, insights from current market trends, and the evolving needs of NNU students. Through collaboration with academics and external organizations, NNU's Career Development now offers a diverse range of career opportunities, fairs, and expos tailored to specific majors, with events now being hosted both in-person and online. The spring career fair has been restructured into a two-day event with departments grouped based on compatibility, with the goal being to create a more targeted and efficient experience for students and employers alike. Additionally, the Director of Career Development's job description has been redefined based on recommendations from RNL and Fuller Higher Ed Solutions, with the updated role placing a stronger emphasis on post-graduation success, reflecting NNU's commitment to support students in their career journeys beyond graduation.
- Health Services – In January 2022, the institution partnered with MedMan Medical Group to assess NNU's Health Clinic, and also conduct a market analysis to explore the feasibility of expanding its Health Clinic services beyond students to serve the greater NNU and Nampa communities. The analysis revealed a significant unmet demand for health clinic services in Nampa, especially for those in close proximity to the campus. NNU received approval from the Board of Trustees' Executive Committee to establish a separate entity that will enable NNU to offer health clinic services to clients outside of the University, aligning with its mission to serve the local community while also creating an additional revenue source. The rollout will be implemented in phases, starting with students, followed by employees and their families, and then opening up to the public. The expanded clinic will also provide opportunities to collaborate with academic departments for testing, internships, and clinical experiences. The long-term vision is to relocate the clinic to a larger space near campus and introduce additional services such as counseling, social work, and dietitian consultations.
- Nighthawks Central – Growing out of the work of the Student Services Innovation Task Force, the purpose of Nighthawks Central is to streamline and centralize the student services experience, offering a more seamless process. Nighthawks Central is a collaborative effort by the Financial Aid, Registrar, and Student Accounts offices, working closely together and with other departments to create a comprehensive "one-stop shop." The primary goal is to deliver an enhanced customer service experience that effectively meets the diverse needs of students. This past year, NNU appointed a director for Nighthawks Central and hired its first student advocate staff-level position, and plans are underway to prepare for a potential relocation to a new physical location in the future.
- Spiritual Life – In response to student feedback and data collected related to spiritual formation outcomes, the Spiritual Life team is planning to implement two significant programming changes this year. First, the chaplain team will increase their preaching presence during chapel services, while also providing more opportunities for faculty and staff to share their personal stories. Second, students

will be offered expanded opportunities to engage in community service through various service projects. In addition to these changes, the team is also making significant improvements to the campus ministry internship program and refining the chapel fine policy as part of their ongoing efforts to enhance the overall spiritual experience for students on campus.

- Student Life – Based on ongoing assessments within the Student Life departments, it became evident that NNU lacked an effective 21st-century communication and interaction tool to engage with students and gather data about their involvement on campus. To address this issue, NNU adopted Presence software from Modern Campus, which offers both a web-based platform and a mobile app. This software enables the collection of valuable student data, including event attendance, polling, and identifying the most suitable times for hosting various student events and programming activities. By utilizing check-ins for events, programs, and training sessions, the Student Life and Spiritual Life offices will be able to adjust their strategies and offerings based on the feedback and data received through the Presence software. Additionally, NNU will be able to collaborate with other Nazarene universities and CCCU schools using Presence software to strengthen opportunities for student success and engagement.
- Wellness Center – Over the past three years, NNU has experienced a steady increase in student demand for counseling services. Analysis of data, including individual appointments and student utilization of these services, highlighted the need to employ an additional full-time counselor. Further assessment indicated that the counseling team would benefit from the expertise of a licensed clinical social worker. Starting this fall, students will be able to access this new third counselor, expanding the range of services available to them.

Exhibit Documents

- [Annual Assessment Reports by College and Department](#) (NWCCU Box folder)

1.C.8 Transfer credit and credit for prior learning are accepted according to clearly defined, widely published, and easily accessible policies providing adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

For undergraduate programs, the Transfer of Credit Policy is published in the TUG and GPS Catalogs. As explained in the catalogs, NNU accepts university-level credits earned in academic degree programs at colleges and universities accredited by either regional or national accrediting associations in accordance with the U.S. Department of Education's regulations. Credits earned at Bible colleges accredited by the Association of Biblical Higher Education (ABHE) are accepted at the lower-division level. Military credit is accepted according to ACE (American Council on Education) recommendations. Credits earned at an international college or university that have been evaluated by a member of the National Association of Credential Evaluation Services are accepted at upper- and lower-division levels. 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 a 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 policies for students who transfer without an approved AA degree, as well as those who transfer with an approved AA degree. These policies are explained in the Transfer of Credit section in the TUG and GPS Catalogs. As explained in the catalogs, transfer students without an approved AA degree may have some GE classes waived depending on the number of credits they are transferring. Transfer students who have previously earned an AA degree at another accredited institution receive a waiver of all GE requirements with a few noted exceptions. Students with an Associate of Science degree may file a special academic petition with the University Registrar for consideration of acceptance of the degree.

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

NNU accepts credits for students who demonstrate proficiency in specific subjects using CLEP, DSST, Advanced Placement, International Baccalaureate Diploma Program, credit by examination, and any organization with the American Council on Education recommendation. Criteria for earning these credits are explained in the TUG and GPS Catalogs. Students aged 23 or older may earn undergraduate credit for prior learning obtained through professional experience as explained in the GPS Catalog. A maximum of 25% of the total credits required for a degree (31 credits) may be earned using a combination of these methods.

The general policy concerning admission and transfer of credits for graduate students is outlined in section 6.13.5 of the Faculty Policy Manual, which explains that the approved transfer credit form from a department advisor shall be forwarded to the University Registrar. All graduate departments have specific transfer of credit policies that are explained in the department sections of the GPS Catalog, the most common of which is the allowance of transferring a maximum number of credits or a percentage of credit hours required for the degree. Some programs also have a minimum letter grade requirement to earn transfer credit for a course, as well as a maximum length of time preceding the date of admission (typically five years) when the credits must have been earned.

Institutions seeking an articulation agreement with NNU may contact 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 decides 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 articulation agreements with a number of two-year colleges including College of Western Idaho, College of Southern Idaho, College of Eastern Idaho, Treasure Valley Community College, and Pacific Northwest Christian College, as well as the four-year College of Idaho. NNU also has articulation agreements with a host of international universities including Africa Nazarene University (Kenya), Au Sable Institute (multiple locations), Dongseo University (South Korea), Jerusalem University College (Israel), Kazakh-American Free University (Kazakhstan), Korea Nazarene University (South Korea), Nazarene Theological College (Australia), Nazarene Theological College (England), Northwest University (China), and Seminario Nazareno de las Americas (Costa Rica).

Exhibit Documents

- [Credit for Prior Learning – GPS Catalog](#) (web link)
- [Faculty Policy Manual](#) (.pdf)
- [Special Academic Petition Form](#) (.pdf)
- [Transfer of Credit Policy – GPS Catalog](#) (web link)
- [Transfer of Credit Policy – TUG Catalog](#) (web link)

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in public research, scholarship, creative expression, and/or relevant professional practice.

NNU's graduate programs are created to meet the needs of students for advanced-level professional training. NNU offers 15 graduate degrees (MA, MAcc, MACP, MAT, MDiv, MBA, MEd, MS, MSN, MSW, EdS, EdD, PhD, PsyD, and ThD) in seven departments: Business, Counselor Education, Education, Nursing, Psychology, Social Work, and Theology. A number of these degrees have multiple areas of interest or concentrations in which students can choose to specialize. In recent years, NNU has started offering graduate certificates, including one by the Business department in business analytics and seven by the Graduate School of Theology in various areas of ministry. The graduate programs are primarily associated with the helping professions, which aligns well with NNU's mission to enable students to become God's creative and redemptive agents in the world.

NNU launched its first doctoral program (EdD) in Educational Leadership in 2011, followed by the PhD in Educational Leadership in 2013. NNU launched its PsyD program in 2022 in which students earn a simultaneous non-terminal master's degree and a doctorate in Clinical Psychology. In July 2023, NNU began offering its fourth doctoral degree, a Doctor of Theology degree delivered in Spanish.

Graduate degree programs and requirements are explained in detail in the GPS Catalog. Program requirements meet or exceed national norms in terms of the number of course credits and program rigor. Programs of study are developed and approved by individual departments, reviewed and approved by the curriculum committee of the college in which the department is housed, and then approved by the Graduate Academic Council (GAC). All of the graduate programs are carried out within a framework of established standards, objectives, and policies approved by the GAC to ensure that graduate students receive a high-quality learning experience.

Graduate programs at NNU require depth of study and significant demands on students' intellectual and creative capacities. In addition to a focus on student growth in knowledge and understanding, graduate programs are committed to providing program-specific professional skill development. All programs require a culminating experience or project that demonstrates mastery of content and/or practical application of skills. For some programs, this involves internships and clinical practice experiences, while in other programs, this is fulfilled through a capstone course, action research projects, and/or theses and dissertations. These culminating experiences and projects demonstrate ongoing student engagement in research, scholarship, creative expression, and relevant professional practice.

Each graduate program has faculty members 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. Faculty 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 may utilize faculty from across the U.S. who have specific expertise to teach courses within the program.

All NNU graduate programs complete annual department assessment reports and have discipline-specific accreditation. Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), Counselor Education is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), Social Work is accredited by the Council on Social Work Education (CSWE), Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and Theology is accredited by the Association of Theological Schools (ATS). The PsyD program is in the early stages of seeking accreditation with the American Psychological Association (APA). NNU graduate programs have consistently received excellent reviews from their accrediting agencies.

Exhibit Documents

- [GPS Catalog](#) (web link)
- [University Website – Accreditation](#) (web link)
- [University Website – Graduate Programs](#) (web link)

Standard 1.D Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

The Enrollment Services team, comprised of both the Office of Traditional Undergraduate (TUG) Admissions and the Office of Graduate and Professional Studies (GPS) Admissions, reports to the Chief Admissions Officer and is guided by the following shared mission statement:

The mission of the Enrollment Services team is to authentically engage students and families seeking a college experience, by providing superior customer service, timely information, clear messaging, and sound guidance, encouraging students to see their full potential, ultimately empowering them to join and remain a part of the transformative NNU community.

The Office of Traditional Undergraduate Admissions contributes to NNU's overall mission by recruiting and admitting TUG students and traditional non-degree (TND) seeking students, while the Office of Graduate and Professional Studies Admissions focuses on the recruitment of graduate students and students in undergraduate adult professional studies programs. Both offices have strategic plans specific to their areas that are updated annually and include numerical goals for the number of applications received, students admitted, and students enrolled, as well as strategies for accomplishing these goals.

Admission policies and procedures for enrollment of first-time freshmen, transfer students, and readmitted students are clearly stated in the TUG Catalog and are also explained in a follow-up letter sent to each student applicant, through automated ongoing email communication updating students of their enrollment status, and through frequent communication from admissions counselors. Admission policies and procedures for enrollment of GPS students are designed to attract, recruit, and retain non-traditional adult and graduate students to NNU programs. The policies and procedures are unique to each specific program and are explained in the GPS Catalog. For all undergraduate and graduate programs, 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. Graduation and transfer policies are also clearly articulated in the TUG and GPS Catalogs.

The TUG and GPS admissions teams have two primary functions: recruiting and admitting. The recruiting function includes a variety of activities performed by admissions counselors or other admissions personnel to meet prospective students and discuss educational opportunities at NNU. For TUG students, NNU's recruitment territory is defined by the regional boundaries of the Church of the Nazarene and is focused on recruitment within the Northwest USA Field,

which includes Idaho, Oregon, Washington, Alaska, Montana, Wyoming, Colorado, Utah, and northern Nevada, although students outside this region may be recruited if the student initiates the relationship. The GPS programs don't have regional recruitment limitations and actively recruit students throughout the U.S. and around the world since many of these programs are online.

The admitting function for TUG and GPS students includes processing and tracking student applications by the admissions support staff, with ongoing review of student status by the admissions counselors. TUG students who have a high school GPA of 2.5 or higher are fully admitted, while students with a high school GPA of 2.0 to 2.49 may be admitted provisionally. TUG students with a high school GPA below 2.0 are referred to the Admission and Recruitment Commission for review, or deferred/denied admittance, as explained in the TUG Catalog. Admission for transfer students requires a cumulative college GPA of 2.0 or higher and the students must be in good standing at their previous institution. GPS admissions requirements are program-specific and are explained in detail in the GPS Catalog. They are also communicated to students by admissions counselors and program coordinators during the recruitment process.

Orientation for TUG students begins during the summer before their fall enrollment. Students are invited to participate in a Jumpstart event on campus in June, which is designed to help new students make a successful transition to NNU and set a course toward successful degree completion. During the event, students meet with individuals from various campus offices including Admissions, Campus Safety, CASA, Health Services, Financial Aid, Office of the Registrar, Student Accounts, and Student Life. They also meet with a representative from their academic department major to review their fall semester schedule and discuss any questions they might have about their major. Students who are unable to attend the in-person Jumpstart are asked to schedule an appointment for an individualized virtual JumpStart session with an admissions counselor. Students may also schedule their own individualized Jumpstart session on campus throughout the summer. In addition to the Jumpstart event, in early August TUG students are invited to complete an online technology orientation to set up their NNU computer accounts and familiarize themselves with campus technology. Before the beginning of the fall semester, students also complete an online zero-credit academic orientation course that contains modules that highlight academic support services and resources provided for them. Topics introduced in the modules include campus safety, Canvas (LMS) training, career development, chapel and Christian ministry, counseling and health services, disability support services, library services and resources, portal access including degree audits and transcripts, registering for classes, study abroad, student life, time management, tutoring services, and the writing center. The day before fall semester classes begin, time is set aside for new students to meet with their academic advisor(s) to review their class schedule, discuss their four-year plan of study, and ensure they are set to begin their educational journey.

Each GPS program provides students with a personalized course plan during the recruitment process that specifies courses needed to complete their program, including an actual schedule for completion, substitutions for transfer credits, and anticipated graduation date. Before

beginning their coursework, GPS students complete an online technology orientation that is shared by all programs. GPS students also complete an online academic orientation. Some programs utilize a general academic orientation designed for GPS students, while other programs have created more personalized program-specific orientations for their students to complete.

Exhibit Documents

- [GPS Admissions Strategic Plan – 2022-23](#) (.pdf)
- [GPS Catalog](#) (web link)
- [GPS Personalized Course Sequence Plan – Sample](#) (.pdf)
- [TUG Admissions Acceptance Letter for Provisional Students](#) (.pdf)
- [TUG Admissions Application Letter for Freshmen Students](#) (.pdf)
- [TUG Admissions Application Letter for Transfer Students](#) (.pdf)
- [TUG Admissions Strategic Plan – 2022-23](#) (.pdf)
- [TUG Catalog](#) (web link)
- [TUG Four-year Course Sequence Plan – Sample](#) (.pdf)
- [University Website – Jumpstart](#) (web link)

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Realizing and understanding the need to have consistent and reliable data produced by a centralized office, NNU established an Office of Institutional Effectiveness in January 2022 with the naming of an Associate Vice President to lead the office. In June 2022, the University added a second position with the hiring of an Institutional Research Support Coordinator. This position has since transitioned to an Institutional Research Analyst position. Over the past 18 months, the office has made significant progress in centralizing the collection of campus data and has utilized Power BI to create a variety of interactive dashboards that administrators and stakeholders are now using. SLT dashboards feature essential key performance indicators (KPIs) tailored to each sector represented by SLT members. The office has also designed dashboards for the Board of Trustees' standing committees that enables trustees to monitor KPIs specific to their respective areas of oversight. In collaboration with the SLT and Board of Trustees, the office has also created an institutional KPIs dashboard, which consolidates the University's most critical KPIs for convenient and efficient tracking.

Student enrollment data that is included in these dashboards are typically disaggregated by academic year, program and subprogram, gender, race, student classification, and major. Retention rate, graduation rate, and transfer-outs data are disaggregated by year, gender,

race/ethnicity, first-generation, Pell eligibility, residency, and athletes. Student demographic data is disaggregated by year, gender, race/ethnicity, Pell eligibility, first-generation, marital status, credit load, enrollment type, and athletes. Student residency data is disaggregated by academic year, program, state, and country for international students. Depending on the dashboard, other meaningful categories by which data may be disaggregated include church affiliation (Nazarene and other denominations) and transfer students.

Peer comparison data included in dashboards commonly rely on IPEDS data to produce peer averages based on the NNU's 13 peer institutions identified in Standard 1.B.2. Data on the peer comparison dashboard published on the University website includes undergraduate and graduate enrollment, undergraduate retention and graduation rates, and student/faculty ratio. Demographic data is disaggregated by gender and race/ethnicity. The financial aid dashboard includes peer comparison information related to Pell Grants and federal aid, average net tuition price for undergraduate students, and total cost of attendance for students living on campus.

Postgraduation success data published on the University website focuses on outcomes and placements. The first destination student survey data completed by all graduating students are disaggregated by gender, race/ethnicity, Pell eligibility, and first-generation. Overall ETS major field test results, which are used by some departments on campus, are also provided. Median earnings from the US Department of Education's College Scorecard which is based on income 10 years after students began college is also included for several prominent BA and MA programs.

Before the development of these various dashboards, the data collection and analysis of data was a predominantly manual process with longitudinal data tracked and visualized primarily using Excel spreadsheets and compiled in published longitudinal data sets. While the development and utilization of these dashboards are still in their early stages, the institution has already recognized their value in helping leaders make data-informed decisions. However, the University acknowledges that building the necessary institutional infrastructure and fostering a culture that effectively utilizes data to identify, examine, and address achievement and equity gaps is an ongoing process that must continue to evolve.

Exhibit Documents

- [Board of Trustees Standing Committee Dashboards](#) (NWCCU Box folder)
- [Institutional KPIs Dashboard](#) (.pdf)
- [Longitudinal Data Set – Fall 2022](#) (.pdf)
- [NNU Consumer Information Page – Data at a Glance](#) (web link)
- [SLT Dashboards](#) (NWCCU Box folder)

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision-making, and allocation of resources.

The Office of Institutional Effectiveness provides essential data for the University and collaborates with the Marketing and Communications department to ensure that NNU's primary indicators of student achievement are available on the University's website. Links to this information are available on both NNU's consumer information page, as well as the accreditation page. The "Data at a Glance" link provides access to student enrollment and demographic data; retention, graduation, and transfer-outs data; as well as peer comparison data and postgraduation success data. This data is disaggregated by indicators as described in Standard 1.D.2.

In addition to these dashboards that are publicly available on the University's website, important institutional facts and statistics, as well as a number of additional dashboards including University data and student survey results are available to campus personnel via the Institutional Research link on the institutional portal. These dashboards contain the same information described above, as well as student survey results and other essential information used to monitor and assess mission fulfillment.

As highlighted in Standards 1.B.1-4, 1.C.5, 1.C.7, and 1.D.4, the institution demonstrates a strong commitment to using data as a foundation for continuous improvement. While much of this data has an internal focus, the data is benchmarked against indicators for peer institutions at the regional and national levels when appropriate and the data is available.

As discussed throughout this report, data analysis plays a vital role in informing key processes such as strategic planning, assessment, decision-making, and resource allocation. To ensure effective planning, the institution regularly gathers and examines relevant data from various sources to make data-informed decisions. Effective use of data ensures that resources are allocated judiciously and aligned with institutional priorities. As a result, the institution utilizes data to identify areas that warrant additional investment or potential cost-reduction measures.

Exhibit Documents

- [Institutional Research Portal Page](#) (.pdf)
- [NNU Consumer Information Page – Data at a Glance](#) (web link)

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

As noted in Standard 1.D.3 above, the Office of Institutional Effectiveness creates reports and dashboards to assist NNU in its efforts to monitor student achievement data. This information is disaggregated by indicators as discussed in Standard 1.D.2 and is reviewed regularly by the Board of Trustees, SLT, deans, department chairs, and directors who work closely with students and have a vested interest in this data. The data is used in planning and implementing strategies for the University and to allocate resources toward mitigating achievement and/or equity gaps.

Assessment data examining both students and employees have indicated that the institution's ability to effectively serve underrepresented populations could be improved. In response, in fall 2020, NNU hired a bilingual faculty member to assist the institution with this effort. This individual left in January 2022; however, in fall 2022, NNU hired another bilingual faculty member who was also named as a part-time Special Assistant to the President with a specific focus on supporting the President in various initiatives aimed at better serving a diverse population of students and employees. Specific elements of this role include working alongside the Director of Multicultural Engagement and Belonging, providing guidance and expertise to NNU's Diversity Commission, and advising the President on issues of policy, process, and communication related to campus diversity efforts.

As a further demonstration of NNU's commitment to allocate resources to mitigate perceived gaps in achievement and equity, the institution established the Office of Engagement and Belonging in August 2022, which includes two staff-level positions focused on fostering an inclusive and supportive environment where every student is empowered to overcome obstacles and achieve their academic goals. While the Director of Retention and Persistence oversees campus-wide efforts to enhance retention and persistence, the Director of Multicultural Engagement and Belonging focuses primarily on multicultural and first-generation students who might need additional support. Their responsibilities encompass mentoring students through challenging decisions, offering counseling on resilience, advocating for the resources needed for academic progression, and developing initiatives aimed at bridging achievement and equity gaps.

Led by the Director of Multicultural Engagement and Belonging, the Diversity Commission has a mission to advocate for, inform, promote, and support racial and ethnic diversity at NNU. This commission includes four subgroups with specific areas of focus including academics, student life, employee care, and institutional integrity. This past year, the commission drafted an official diversity statement for NNU that is being reviewed by multiple groups across campus before final approval by the President. Additionally, each subgroup identified critical needs within their respective areas of focus. This year, the subgroups will be developing action plans that address these identified needs, with the primary objective being to foster a more inclusive and diverse environment at NNU.

In spring 2021, the Strategic Enrollment Management Commission (SEMC) approved a Latino/a action plan to create a comprehensive enrollment-to-graduation plan specifically designed for Latino/a students in the Boise Valley and northwest region. The plan focuses on highlighting the

advantages of these students attending NNU, emphasizing personal attention, safety, and fostering a culturally inclusive environment. This initiative aligns with a broader element of the 2022-25 Strategic Plan, which seeks to “enhance a healthy organizational culture that embraces diversity...” The institution is being intentional in hiring personnel to execute the plan and provide essential support to these students. Since 2022, NNU has hired bilingual employees to fill several key positions on campus including the CASA Office Manager and Academic Success Coach, Director of Multicultural Engagement and Belonging, Nursing Resource Coordinator, Student Services Coordinator, and TUG Admissions Counselor, as well as a faculty member in the Music department and a faculty member in the Philosophy and Religion department.

In July 2023, with the assistance of a grant from the Lilly Foundation, NNU launched a new Doctor of Theology program delivered predominantly online and entirely in Spanish. This program addresses a crucial need for advanced theological education among Spanish-speaking pastors and educators, so they can teach others at the bachelor, master, and course-of-study level, not only within the Nazarene denomination but other denominations as well. Beyond the immediate impact on these students, this is providing NNU with additional resources to build institutional infrastructure to serve and support Latino/a students more broadly across campus. Additionally, the implementation of this new program has helped the institution identify areas of weakness in its commitment to serving Latino/a students.

The institution's commitment to allocating resources to promote diversity on campus and enrich the educational experiences of NNU students is further exemplified through several additional initiatives. The first is NNU's collaboration with the Mexican Consulate in Boise to become the Consulate's official education partner and provide educational information to the Mexican community in Idaho. This partnership has resulted in the University hosting events for the Consulate on campus and also led to an NNU student serving as an intern at the Consulate's office during summer 2023. Second, in partnership with the Idaho Commission on Hispanic Affairs, NNU will be hosting for the first time in October 2023, the Hispanic Youth Leadership Summit for approximately 700 Idaho high school students. The summit will offer workshops focusing on leadership, financial literacy, and educational opportunities. Additionally, students will have access to invaluable college and career resources, as well as the opportunity to meet with admissions counselors and receive scholarships from all 10 Idaho colleges and universities. This event is set to be a transformative experience, empowering and inspiring the next generation of Hispanic leaders in Idaho. NNU's fall professional development day for faculty is focused on preparing NNU to host this event.

In addition to NNU's dedicated focus on more effectively serving Latino/a students, the institution has also taken intentional steps to address perceived gaps in achievement and equity among other student populations. The past few years have seen a revitalization of the International Student Club, which is an SGA-authorized club and receives SGA funds. The monthly meetings take place at the homes of faculty or staff members, fostering a sense of community and friendship. Each meeting features a different culture or country food emphasis, which allows participants to experience and appreciate different cultures and cuisines.

Although the club is open to all NNU students, its primary purpose is to provide a welcoming space for international students to connect and build strong support systems with each other.

NNU continues to be intentional and proactive in its support of first-generation students. During the New Student Orientation weekend at the beginning of the school year, the institution hosts a meet and greet for first-generation students and their families during which students are introduced to campus resources of particular interest to them. To further assist these students, the Office of Engagement and Belonging is in the process of developing a resource guide that will be given to first-generation students, reminding them throughout the year of the campus resources available to them. Additionally, the Director of Multicultural Engagement and Belonging plays a crucial role in providing personalized support to first-generation students. Throughout the year, the director conducts one-on-one meetings with many of these students to check in with them and address any specific needs they may have.

First-generation students are celebrated in a chapel service each fall semester that aligns with the nationally-recognized First-Generation College Celebration Day on November 8. This service typically features a panel discussion of first-generation students who share about their college experiences and raise awareness of the systematic barriers and challenges they must overcome in order to thrive on campus. NNU has also established a meaningful tradition of hosting a dedicated graduation reception for first-generation students and their families. This special event takes place immediately following the baccalaureate service, where these students are honored for their significant accomplishment of being the first in their families to earn a college degree. During the reception, the institution presents first-generation honor cords, symbolizing this remarkable achievement, and bestows the privilege upon family members and friends to give these cords to the students. The cords are then proudly worn by the students at the commencement ceremony, during which they are also specifically acknowledged for their achievements.

In August 2023, the Office of Engagement and Belonging will launch a new integrated student support and retention platform (Pharos 360) for campus-wide use. This platform, which will be known as *Nighthawks 360*, is designed to replace the functionality of two existing platforms (Jenzabar Early Alert and AspirEDU Grade Guardian) and will provide a centralized dashboard to support student success and serve as the new early alert platform. *Nighthawks 360* will provide staff and faculty with enhanced capabilities to navigate student persistence and retention concerns more efficiently and effectively from a holistic perspective. The platform will offer a comprehensive view of the entire student body, as well as more specific data on subgroups of students, such as athletes, first-generation students, multicultural students, and others. This will enable the institution to better understand and address the unique needs of different student populations, ultimately contributing to improved student success and retention efforts campus-wide.

Disability Services and the Center for Instructional Design and Technology (IDT) strive to ensure that students with disabilities receive reasonable accommodations and equitable access to educational content. Disability Services works directly with students to identify their specific

needs and accommodations, while IDT collaborates with instructors to provide accommodations and meet students' needs. Through ongoing assessment, these two offices have recognized that while the institution meets the needs of the students requesting accommodations, NNU should take a more proactive approach in creating content and services designed with digital accessibility in mind. To address this, they have identified three areas for improvement: enhancing accessible instructional content in the LMS, adopting accessible technology solutions, and implementing a consistent accessibility auditing schedule. To mitigate the challenge of identifying inaccessible content in the LMS and measuring progress toward achieving compliance, the University vetted digital accessibility reporting tools and adopted Blackboard Ally for Canvas, to be implemented this year. To ensure that new technology adoptions are accessible to students with disabilities, IT now gathers information on accessibility in their software approval process. Software vendors are required to provide a Higher Education Community Vendor Assessment Toolkit (HECVAT), which includes a section on accessibility. If the accessibility section is incomplete, IT requests a Voluntary Product Accessibility Template (VPAT), and IDT evaluates the information to ensure it meets accessibility requirements and identifies accommodations if necessary. Furthermore, to achieve more consistent and comprehensive accessibility compliance audits, including digital accessibility, IDT is actively researching auditing tools and processes used by other universities. The IDT team is developing a template to pilot in the academic year 2023-24, which will improve accessibility standards across the institution.

Exhibit Documents

- [Director of Multicultural Engagement and Belonging Job Description](#) (.pdf)
- [Director of Retention and Persistence Job Description](#) (.pdf)
- [Diversity Commission Membership](#) (.pdf)
- [Diversity Commission Strategic Plan Draft](#) (.pdf)
- [Engagement and Belonging Commission Thriving Campus Action Plan](#) (.pdf)
- [Fuller Higher Education Solutions Executive Summary](#) (.pdf)
- [SEM Latino/a Initiative Action Plan](#) (.xlsx)
- [Special Assistant to the President Job Description](#) (.pdf)
- [University Website – Disability Services](#) (web link)

Conclusion

The accreditation self-study process, culminating in the preparation of the Year Six Policies, Regulations, and Financial Review (PRFR) report last year, along with the ongoing preparations for the Year Seven Evaluation of Institutional Effectiveness (EIE) report and visit this year, has provided NNU with the opportunity to conduct a comprehensive evaluation of its programs and activities, examining both compliance and mission fulfillment in alignment with NWCCU standards. This evaluative process has revealed numerous strengths, while also shedding light on specific areas that warrant continued improvement.

NNU has a long and storied history of strong support from its sponsoring denomination that results in knowledge of and advocacy for the University across its nine-state region. In addition to its strong sponsorship, NNU alumni have ventured out to serve in significant leadership roles across the Boise Valley, throughout the region, and around the globe. While it may be challenging to fully quantify their impact, their achievements and contributions have been significant, underscoring the value of an NNU education in preparing individuals to live into the University's mission of becoming God's creative and redemptive agents in the world.

Throughout its history, NNU has earned a reputation for a variety of things, but two stand out as significant strengths: academic rigor and a strong sense of community. Since the 1950s and 60s, NNU has consistently been recognized as a place that delivers excellence in its academic programs. There is a firm conviction this is largely attributable to the strength of its faculty and staff, and the strong sense of community for which the institution is known. At the core of NNU's values is the understanding that education flourishes within the context of community and, because of its size and culture, students are known personally by the faculty and staff. This integration of academic rigor and a strong sense of community has become not only a key hallmark of the University but also the primary contributor to the success and impact of all that occurs at NNU.

To ensure continuous improvement, a well-conceived strategic plan should identify opportunities for institutional growth. Enhancing NNU's brand presence is one particular area of emphasis that consultants consistently identify should be an area of focus for the institution. As a result, "Building our brand and telling our story in clear and compelling ways" is one of the primary themes included in the current strategic plan. For many in the Boise Valley and areas throughout the institution's educational region and beyond, NNU remains a "hidden gem" that needs to become more well-known. Another major theme in the strategic plan is "Investing in our employees personally, spiritually, professionally, and financially." The institution understands that employee compensation is lagging behind industry standards, which is impacting employee satisfaction and retention. A one-year freeze on employee salaries for the current fiscal year further compounded this reality. A subcommittee of the Faculty Policy Council and the HR office are conducting a collaborative evaluation of faculty and staff compensation to construct compensation models that are competitive and comparable to the local region, as well as Christian higher education norms, to attract and retain excellent employees.

This past year, NNU made significant progress in promoting success among diverse student populations through the implementation of targeted initiatives that foster awareness and support as described in Standard 1.D.4. To truly thrive in this area, the institution must enhance its effectiveness in analyzing and utilizing data to make well-informed decisions. By interrogating the data, NNU can effectively gauge the impact of these initiatives in closing equity and achievement gaps, identifying areas for improvement, and creating an environment where diversity and inclusivity can flourish.

Since establishing an Office of Institutional Effectiveness in January 2022, the institution has made considerable progress in improving the quality, reliability, and accessibility of data. However, the availability, visualization, and use of this data present a relatively new experience for many stakeholders. Ensuring that individuals are both well-versed in effectively utilizing the available dashboards and are consistently using the dashboards is of utmost importance for the campus. By empowering individuals to explore and disaggregate the data efficiently, they can maximize their ability to make data-informed decisions. This ongoing learning process will enable the institution to leverage data effectively and drive continuous improvement in its decision-making practices.

While academic departments have effectively lived into the annual assessment process, annual assessment efforts have not yet become broadly routinized in non-academic departments and support services areas. As described in Standards 1.B.1 and 1.C.7, many of these areas regularly use various methods of assessment to inform decision-making and make changes to improve effectiveness; however, their assessment work has not been consistently documented. With the introduction and pilot testing of the Support Services Annual Assessment Template this past year, the anticipation is that moving forward, the use of this template by non-academic departments and support services areas will help routinize assessment efforts in these areas as well.

During the self-study process, it became evident that NNU lacks access to widespread longitudinal postgraduation success data. For programs with licensure and accreditation expectations, there is a good array of longitudinal data that offers insights into how their graduates perform following graduation. Other programs that do not require the collection of specific outcomes data for disciplinary-specific accreditors have been much less consistent or comprehensive in tracking their graduates. Furthermore, broad institutional efforts to gather and distribute postgraduation success data have also been limited. As a result, NNU has already taken steps to address this. The Director of Career Development's job description has been redefined based on recommendations from Fuller Higher Ed Solutions and Ruffalo Noel Levitz, with the updated role placing a stronger emphasis on postgraduation success. To facilitate the gathering of post-graduation data, Career Development will be collaborating with Alumni Affairs and the Office of Academic Affairs to design and implement a systematic and longitudinal approach to gathering postgraduation data with annual 5-year and 10-year surveys. Additionally, the institution is exploring the utilization of a third-party data aggregator to assist in collecting post-graduation success data for NNU students. Through these measures, NNU seeks to enhance its ability to track students and their educational outcomes following graduation.

NNU will continue to evaluate how best to address these and other potential areas of improvement as the institution moves forward in its planning, operations, and assessment with a focus on consistently and thoughtfully enhancing the quality of education and overall student experience. The institution is committed to fostering an environment of continuous learning, growth, and positive transformation that will be beneficial and sustainable on behalf of the students, employees, and stakeholders of NNU.

The contents of this Year Seven EIE Report demonstrate NNU's commitment to continuous improvement and the ongoing fulfillment of the University's mission and institutional outcomes. As described in both the PRFR and EIE reports, NNU remains committed to successfully navigating the challenges facing higher education, particularly in the context of Christian higher education, during these unprecedented times. Nevertheless, the institution recognizes that there are always opportunities to enhance its effectiveness. Therefore, NNU is grateful to the NWCCU peer evaluation team for their work in reviewing the EIE Report and exhibit materials, as well as engaging with various individuals and groups during the campus visit. This external assessment of NNU's ability to meet the NWCCU standards and thrive as a Christian, liberal arts university is immensely valuable to the institution. The University appreciates this opportunity to gain insights from the evaluation team and looks forward to receiving its feedback and recommendations, recognizing that this feedback will serve as a catalyst for improvement, leading to an even stronger, more effective institution.

Addenda

Additional Instructional Sites

In addition to the Nampa campus, NNU offers graduate programs in Idaho Falls (Social Work) and Twin Falls, Idaho (Counselor Education). Students in these programs are able to complete their degrees at these instructional sites without having to come to the Nampa campus. NNU does not provide full-time personnel presence at either instructional site; however, students are able to access institutional services and support provided to students on the Nampa campus in the same manner as online students in other graduate and undergraduate programs.

Idaho Falls

Idaho Falls is approximately 300 miles east of Nampa and is fairly centrally-located in southeastern Idaho. Beginning in 2010, NNU arranged with the Church of the Nazarene in Idaho Falls to set up an instructional site in their facility to offer the Master of Social Work (MSW) program. By 2013, the number of Idaho Falls students had outgrown the accommodations in the church, so NNU leased a commercial building in downtown Idaho Falls and renovated the space to suit the MSW program's educational needs. In 2020, a building that had been previously used by another university became available for lease. After determining this space was better suited to meet the needs of the MSW program, NNU moved to this new location. The space has three classrooms, an office with several cubicles, a large lounge/gathering space, and bathrooms that are shared with occupants of the other half of the building. Each classroom is equipped with desks and chairs and video conferencing equipment, including two large television screens, microphones, cameras, and a computer system that allows the students to attend classes synchronously via Bluejeans technology. There is a boardwalk along the Snake River that is within easy walking distance of the Idaho Falls instructional site. This area offers coffee shops, restaurants, etc., which the students can enjoy between classes or after classes when they meet together in study groups.

The MSW program uses a cohort model that combines Idaho Falls students with students from the Nampa campus. Utilizing a variety of e-Learning methods, all students can actively engage in group projects, study groups, and various other learning opportunities. The students interact directly with their classmates both at the instructional site and in Nampa. Every class taught synchronously between the two locations has a student TA in Idaho Falls who is responsible for managing the technology and ensuring communication with the Nampa site during class. In some cases, the TA is also attending the class, while in other instances, students serve as a TA for a class they have already taken. The TA is the point of contact for the instructor for any classroom activities or videos that will be part of a particular class session.

All parts of the MSW program and all classes are available to students in Idaho Falls. While most of the Idaho Falls classes are taught via video conferencing from the Nampa campus, at times the Idaho Falls' students also receive direct instruction from adjunct faculty who live in the Idaho Falls area, in which case, students in Nampa participate in the course via video

conferencing. On occasion, social work faculty from the Nampa campus travel to Idaho Falls weekly to teach classes in which the students do not join with the Nampa students. This is most often used for clinical classes, such as Clinical Social Work with Groups.

All students in the MSW program participate in an internship each year they are in the program. These sites are approved by the MSW Field Director and site visits are conducted by faculty three times during the field placement. Some are conducted in person in Idaho Falls and some are conducted over Google Meet. Since classes are held on Thursday evenings, Friday evenings, and Saturdays until mid-afternoon, faculty often have time during the weekdays to visit established field sites, endeavor to develop new field sites, and conduct advising meetings with individual students or student groups.

Twin Falls

Twin Falls is approximately 150 miles east of Nampa and is the largest city in southcentral Idaho. The Counselor Education program began offering classes in Twin Falls in 1998 and has an agreement with the College of Southern Idaho (CSI) in Twin Falls to utilize one classroom per semester in the Taylor Building on the CSI campus. Classes are offered two weekends per month and one night per week, Monday through Thursday.

The Counselor Education program utilizes a cohort model for the Twin Falls students, starting a new cohort every three years. Students in the Twin Falls cohorts can complete their Master of Science in Counseling degree in one of two tracks: Clinical Mental Health or School Counseling. Additionally, each Twin Falls cohort is able to choose one area of emphasis per cohort to be offered at the Twin Falls instructional site. Cohorts most frequently have chosen either Play Therapy or Trauma, Grief, and Crisis as their area of emphasis.

At the Twin Falls location, instruction includes all core and track-specific courses. All classes are taught face-to-face with many courses being taught by Counselor Education faculty from the Nampa campus who travel to Twin Falls to teach the courses. Additionally, there are several Twin Falls-based adjunct instructors who teach courses for the Twin Falls cohort. While the students are able to complete their entire program in Twin Falls, they are also permitted to opt into any Nampa-based class they would like if they are willing to travel to Nampa. All Twin Falls students participate in an internship at a site in the Twin Falls area that is approved by Counselor Education department personnel. All site visits are conducted in-person by Counselor Education faculty from Nampa.

Exhibit Documents

- [Idaho Falls Instructional Site – Links to Recorded Class Sessions](#) (.pdf)
- [Idaho Falls Instructional Site – Pictures](#) (.pdf)
- [Twin Falls Instructional Site – Pictures](#) (.pdf)

Distance Education Policy: Verification of Student Identity and Regular and Substantive Interactions

As a part of the EIE Report, the NWCCU has requested information from all institutions regarding institutional compliance with its Distance Education Policy: Verification of Student Identity and Regular and Substantive Interactions. Evidence related to the following four areas is required to demonstrate compliance with this policy:

- 1. Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit*
- 2. Policies and procedures make it clear that these processes protect student privacy*
- 3. Notification to students at the time of registration of any additional charges associated with verification procedures*
- 4. Academic policies and procedures for instructors to implement requirements for regular and substantive interactions (RSI) in Distance Education courses or programs*

NNU is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and is in full compliance with their 21st Century Distance Education Guidelines including providing necessary institutional capacity, institutional transparency and disclosures, academic programs, support for students, program review and assessment, and academic and instructional integrity.

All departments and offices at NNU utilize the same identity verification process for on-campus students and distance-learning students. Upon matriculation, students are assigned an ID number that is used to identify them across institutional databases. NNU currently addresses the distance education requirements of the Higher Education Opportunity Act (HEOA) by issuing unique student usernames and passwords for all students using LDAP, an industry-standard authentication technology. Students use their student username and network password to access campus electronic resources including the NNU portal (which provides access to their course schedule, grades, unofficial transcript, degree audit, and other academic information) and the Canvas learning management system.

During the initial account activation process, students are required to acknowledge the University's Computer and Network Use Policy, which explicitly states that students are responsible for all activity on their computer accounts and instructs them not to share their credentials with others. As an additional security measure, students are required to verify access to their network account using two-factor authentication when logging on from an unrecognized computer and must confirm their access every 30 days.

Regarding completion of assignments, projects, and exams, students in distance and online courses are subject to the same academic integrity policy as on-campus students. This policy is published in the TUG and GPS Catalogs and is also included in the University Syllabus Addendum that is provided along with the syllabus for each class.

The University also provides Respondus Monitor as a remote proctoring option for instructors. Respondus Monitor safeguards exam integrity by recording exam sessions and locking down computer functions such as printing exams, copying/pasting exam content, opening messaging applications, opening unauthorized browser tabs, etc. An artificial intelligence (AI) engine analyzes the recordings for suspicious activities, flagging incidents for instructor review. Instructors can view the full exam recording, even if the AI does not flag any suspicious activity. In addition, instructors can use video conferencing programs such as Google Meet to proctor students during exams in real time or, if necessary, may require a student to complete an exam at a testing center near the student's residence.

Instructors and students use Turnitin as a plagiarism detection tool, which also provides additional protection for identity verification. Turnitin analyzes papers for similarities with published work and student work at NNU and other Turnitin institutions. Additionally, the University uses Turnitin Investigation, which alerts the institution of suspected contract cheating across multiple institutional courses instead of a single paper analysis. The use of the Turnitin tools contributes to the University's confidence that student work in all courses, including distance education courses, represents the individual's unique efforts.

The IDT department provides online instructors with a range of valuable resources and guidance for effective online teaching. These offerings include an online course syllabus template, directions to help organize courses on the Canvas platform, strategies for creating engaging online assignments, tips for efficient grading in Canvas, instructions for developing and recording video lectures, ideas for facilitating productive class discussions, and tips for effectively communicating with students in a virtual environment.

NNU does not have any additional charges associated with verification of student identity, so notification of such charges to students at the time of registration is not applicable.

The IDT department offers online instructors resources and guidance on strategies for teaching online which includes an online course syllabus template, as well as resources for organizing online courses in Canvas, constructing effective and engaging online assignments, tips for grading in Canvas, directions for creating and recording video lectures, facilitating class discussions, and communicating with students in a virtual environment.

Online instructors are required to actively engage with students throughout the duration of the course. As outlined in the Instructor Expectations/Responsibilities section of the syllabus template for online courses, instructors must log into the course regularly from Mondays to Fridays and check their email on Saturdays. Instructors are also responsible for regularly reviewing student posts and activities while providing constructive feedback to enhance students' understanding and application of course concepts. For courses that have online discussion forums, instructors are expected to facilitate meaningful discussions and actively engage in the forums. Individual assignments are to be graded promptly, within one week of the due date. Additionally, instructors must maintain consistent communication with students

by posting weekly announcements and responding to questions in discussion forums and emails within 24 hours from Mondays to Saturdays.

Exhibit Documents

- [Computer and Network Use Policy](#) (.pdf)
- [IDT Faculty Resources](#) (web link)
- [Standards of Student Behavior Section – GPS Catalog](#) (web link)
- [Syllabus Design Guide and Syllabus Templates](#) (web link)
- [Syllabus Template for Online Courses](#) (.pdf)
- [University Syllabus Addendum](#) (.pdf)



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