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NORTHWEST NAZARENE UNIVERSITY
A Comprehensive Self-Study Report
Prepared for the Northwest Commission on Colleges and Universities

October 4-6, 2006

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208-467-8011
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INTRODUCTION

NORTHWEST NAZARENE UNIVERSITY
INTRODUCTION

Overview of Northwest Nazarene University

A Brief History
What is now Northwest Nazarene University was founded by former Nampa mayor Eugene Emerson in 1913 as an elementary school named the Idaho Holiness School. High school and college classes were added almost immediately, and by 1924 the enrollment of the college exceeded that of the elementary and high schools. In the years since that modest beginning, the institution’s academic programs, personnel, facilities, and graduates have demonstrated impressive growth in their quality, as well as in their number.

In 1930, the institution was accredited by the Northwest Association of Secondary and Higher Schools as a junior college, followed in 1937 by accreditation as a four-year college. The elementary school program was discontinued in 1950. In 1967, Northwest Nazarene College was the first institution in the state to receive accreditation by the National Council for the Accreditation of Teacher Education (NCATE). In 1971, an NNU graduate was chosen for the first time as a Rhodes Scholar. The late 1960’s and early 1970’s also saw the construction of the Riley Library, Student Center, Montgomery Field House, and Wiley Learning Center. The Council of Social Work Education (CSWE) accredited the undergraduate social work program in 1978. In 1985, a second NNU graduate became a Rhodes Scholar and the music program received accreditation from the National Association of Schools of Music (NASM).

In 1993, with the naming of Dr. Richard Hagood as President, the University began a new period of significant institutional progress. New facilities were built, including the Brandt Fine Arts and Convocation Center, Helstrom Business Center, Johnson Sports Center, Ford Residence Hall, and the Kirkeide Apartments. New programs were developed, including undergraduate majors in Nursing, Graphic Design, and Mass Communications; graduate degrees in Business Administration, Counseling, Educational Leadership, Reading, and Social Work; and an accelerated undergraduate business degree named STEP. The institution made organizational changes including the transition from designation as “Northwest Nazarene College” to “Northwest Nazarene University,” the change from academic divisions to academic schools, the change from quarters to semesters, and the move from NAIA to NCAA in athletic affiliation.

Northwest Nazarene University’s Present
NNU is a Christian comprehensive university with a liberal arts philosophy of education sponsored by the Church of the Nazarene. The governing Board of Trustees represents seven Districts of the Church of the Nazarene in eight northwestern states. Students from all denominations and faiths are encouraged to study at NNU. The University is located on an 85 acre campus in Nampa, Idaho, a city of over 76,000 residents located 15 miles west of Boise, the state capital.

The University consists of five academic schools: Arts, Humanities, and Social Sciences; Business; Education, Social Work, and Counseling; Health and Science; and Theology and Christian Ministries. The institution offers baccalaureate and graduate degrees in liberal arts, pre-professional, and professional fields of study. The average undergraduate enrollment for the last five years is 1170 with 54% of the student body coming from Idaho. The remaining undergraduate students were primarily from other states in the Northwest region, although students currently come from a total of 22 states and five foreign countries. Approximately 65% of undergraduate students live on campus. The University offers seven graduate degrees in a total of 18 areas of emphasis and has seen significant growth in graduate enrollments. Over 450 graduate students were enrolled during the 2005-06 school year. NNU also offers strong continuing
education and professional development opportunities.

NNU employs 92 full-time teaching faculty and 11 administrative faculty. The current student-faculty ratio is 13:1 with an average class size of 18.

Participants in a 2003-04 strategic planning focus group, when asked what they saw as the greatest strengths of the University, reported that NNU is a faith community committed to its heritage, tradition, and Christian principles. The group commented that the University is blessed with committed personnel who are caring and compassionate, and contribute to a unique sense of community that pervades the campus. The focus group also cited NNU’s reputation for strong academic programs, accessibility and quality of the faculty, and the institution’s involvement in the community as additional strengths of the University.

Mission
Maintaining a commitment to both the intellectual and spiritual development of students, the essential mission of the University, reported that NNU is a faith community committed to its heritage, tradition, and Christian principles. The group commented that the University is blessed with committed personnel who are caring and compassionate, and contribute to a unique sense of community that pervades the campus. The focus group also cited NNU’s reputation for strong academic programs, accessibility and quality of the faculty, and the institution’s involvement in the community as additional strengths of the University.

Outcomes
The four institutional outcomes of the University are an operational expression of the institutional mission and are becoming a focus for University-wide assessment:
- Christlike Character
- Academic Excellence
- Creative Engagement
- Social Responsiveness

Events since the 2001 Interim Visit
The direction and priorities of the University in the last five years have been shaped by institutional accreditation recommendations, institutional strategic planning, University outcomes, the Campus Master Plan (Exhibit I.1), and by the Academic Program Prioritization Process, which will be described later.

There was praise in the interim accreditation report for NNU’s strategic planning process. Two strategic plans have impacted the institution since the 2001 report: A Context for Planning: 2002-05 (Exhibit I.2) and Fulfilling the Promise: NNU at One Hundred (effective 2005-08) (Exhibit I.3). The themes of the strategic plans resonate both with the areas of interest from the interim report and with the set of critical and challenging tasks carried out since the time of that report. The themes from A Context for Planning: 2002-05 included:
- Development of a set of common expectations and outcome measures that describe graduates of NNU.
- Integration of the Christian Liberal Arts, including analyzing the breadth and depth of undergraduate offerings and soliciting proposals for new or redesigned programs.
- Establishment and implementation of specific, appropriate student-to-faculty, staff, and administration ratios.

The call in the strategic plan for the establishment of a set of common expectation and outcomes measures speaks specifically to the encouragement in the 2001 interim accreditation report for the “redoubling of efforts in support of outcomes assessment” (p. 2). As will be demonstrated, that strategic focus on outcomes, as well as the other themes mentioned above, has shaped significant institutional tasks and accomplishments in the years since the interim accreditation report.

In the fall of 2002, faculty, along with representatives from the Office of Student Development and the University Chaplain, developed and recommended to the President the four institutional outcomes stated above as an operational expression of the institutional mission statement. At its spring 2003 meeting, the Board of Trustees voted to accept the recommendation of the President to adopt these four outcomes. Subsequently, these outcomes served as an operational definition of the University mission in the strategic planning process. Together, mission-based outcomes and the strategic plan provided the basis for the clarity, coherence, and quality of the
“conceptual infrastructure” of the University. Using the outcomes as a base and reference point, the faculty adopted institutional and school assessment plans, a revised program review structure, and more recently, a program proposal procedure—all keyed to the University mission as expressed in the four outcomes.

The institutional outcomes also served as a reference point in the development of a new strategic plan. In the fall of 2002, the President named a Strategic Planning Coordinating Committee to begin work on the preparation of a strategic plan to follow the 2002-05 iteration of A Context for Planning. The Coordinating Committee was charged with the responsibility for developing a new University strategic planning document keyed to the four University outcomes and compatible with the work of the President in articulating University vision. The new strategic planning document for the University, Fulfilling the Promise: NNU at One Hundred, articulates the following themes:

- Improvement of support structures
  - Giving attention to the University infrastructure (2004-08)
  - Improving institutional support systems
- Focusing and enhancement of academic programs
  - Improving academic infrastructure
  - Developing an innovative undergraduate curriculum
- Reallocation of resources:
  - Increasing and managing financial resources
  - Allocating personnel resources
  - Strengthening institutional finances
- Affirmation and equipping of people
- Improving external relations
  - Clarifying and communicating institutional identity
  - Building and expanding reciprocal partnerships
  - Offering service to the Church

Some of the themes of the new strategic plan continue to speak to issues raised in the 2001 interim accreditation report—the need to affirm and equip people and the need for increased attention to University infrastructure. Other strategic planning themes such as the need to focus and enhance academic programs and the need to allocate personnel resources provide rationale and motivation for significant new efforts in the academic sector.

The earlier and current strategic plans, the interim accreditation report, and the four institutional outcomes, each in their own way, spoke to the need for a review of undergraduate program offerings to assure their consistency with this emerging conceptual infrastructure, their service to the University’s constituency, and their viability. As a symptom of the challenge, the 2004-06 Undergraduate Catalog (Exhibit I.4) listed 44 undergraduate majors and a large range of minors, “emphases,” and other sub-focuses. Some majors listed in the Undergraduate Catalog had not had a graduate in several years, while other areas consistent with institutional mission and of high interest to students were not represented by majors.

Beginning in 2004, the Academic Council Undergraduate, the Faculty Policy Council, and the Deans’ Council—representing over 30% of the University undergraduate faculty—were invited to participate directly in an Academic Program Prioritization Process that studied undergraduate curricula and undergraduate student-faculty ratio. Since that time, the Academic Council Undergraduate has adopted a set of parameters detailed in Standard Four for use in reviewing programs to be listed in the current Undergraduate Catalog (Exhibit I.5). Using these criteria, the academic schools and departments made significant adjustments to the list of 44 majors. Eleven of the identified majors were in fact secondary teacher certification areas. The Education Department, working in cooperation with the related schools, recast those certification areas as emphasis areas within a single Secondary Education major. Other majors demonstrating limited or no student interest were eliminated. In a corresponding process, schools and departments
were invited to submit proposals for programs to be designated as “Programs of Promise,” representing either the additional resourcing of existing programs or the development of new program proposals (Exhibit I.6). Under that part of the program review process, five potential new program areas are currently under consideration as being consistent with institutional mission and outcomes and of greater service to NNU’s constituency. Some existing majors are requesting new resources in exchange for a projection of increased service to the new and continuing student constituency. In the meantime, the current *Undergraduate Catalog* has been published listing 29 undergraduate majors. When the program approval process is completed on the programs currently under consideration, the plan and expectation is that the institution will have a solid set of 31-33 undergraduate majors that have demonstrated their relationship to institutional mission and outcomes, their service to the University’s constituency, and their relationship to the number of faculty members.

At the same time, consistent with a board mandate to move over three years to an undergraduate student-faculty ratio in the range of 15-16.5:1 by the fall of 2008, the University mandated a 60 student increase in traditional undergraduate enrollment combined with a 12 FTE reduction in the number of faculty within that same period. As a result of an Early Retirement Option and some reallocation of faculty to critical non-teaching functions, a plan is in place that will achieve the faculty reduction with no involuntary dismissals of faculty. Details regarding progress on the undergraduate enrollment increases are addressed later in this report.
Progress on Recommendations from the 2001 Interim Visit

The 1996 and 2001 accreditation reports covered different times and emphasized somewhat different challenges and strengths of the University. The 2001 report cited significant progress in the five years since the 1996 full-scale visit. It should be noted, however, that the two reports had five areas of interest in common: faculty evaluation and compensation, enrollment management structure and planning, academic assessment, library and information resources, and academic and residential facilities.

Faculty Evaluation and Compensation
The 1996 report expressed significant concern about the institutional faculty evaluation process. The 1999 focused visit and the 2001 interim visit reports both noted improvements in faculty evaluation, including self-analysis, student evaluation, and peer review elements.

Since the interim report, the University faculty evaluation process has become a mature, useful tool for monitoring teaching effectiveness and professional development. At the recommendation of the Vice President for Academic Affairs and the Faculty Policy Council, the faculty adopted the University of Washington course evaluation system (Exhibit I.7) and a schedule for faculty review (Exhibit I.8). Faculty members receive reports of their teaching evaluations each semester including the relationship between ratings of their courses and school and institutional means. Deans receive summaries of course evaluations in their school each semester, and this course evaluation data, is used as part of the regular faculty review process.

A comparison of the most recent IPEDS data, with no adjustment for cost of living, indicates that the NNU average faculty salary of $45,206 ranks 17th of the 24 institutions in the institution’s denominational and regional peer group. There is general consensus that while salaries for beginning faculty are fairly competitive, the lack of faculty rank has flattened the salary scale for senior faculty. As an acknowledgement of this and its desire to address faculty salaries, the Board of Trustees has adopted a rank and tenure policy to be implemented in the fall of 2008. Draft implementation models developed by the Faculty Policy Council in cooperation with the Vice President for Financial Affairs project that this will add around $300,000 to the annual salary outlay for 2006-07 faculty with particular emphasis on mid-career or senior faculty. In anticipation of the completion of an implementation policy by Faculty Policy Council, the President has authorized supplemental salary totaling $100,000 for continuing, full-time 2006-07 faculty.

Deans and department chairs, the Faculty Chair, and the University Assessment and Accreditation Officers all receive additional compensation or load release. Load release for the Faculty Chair was recently increased from three to six annual credits as an acknowledgement of the increased workload. Faculty who work beyond the standard nine-month contract or who teach more than 12 credits per semester also receive additional compensation. One exception to this includes the oversight of independent studies during the regular semester.

Enrollment Management Structure and Planning
The 1996 report expressed concerns about enrollment area staffing, lack of coordination, failure to meet enrollment goals, support for under-prepared students, and called for “…a strategic plan for enrollment management that addresses this constellation of issues” (p. 51). The 2001 report noted a new administrative structure, less complex formulas for awarding financial aid, and increased sensitivity to non-Nazarene families.

In 2002, the areas of Enrollment Services and Marketing were reorganized around a new vice president-level position. The Admissions and Financial Aid Office work together seamlessly. The admissions counselors give input to the awarding of scholarships and talk regularly with financial aid officers about aid options and how they are awarded. Staff turnover in the
Admissions Office over the past four years has been minimal. The average tenure of NNU admissions counselors is now 3.7 years compared to a national average tenure of admissions counselors of 2.1 years.

As a result of the Board of Trustees’ mandate to improve the student-faculty ratio, an enrollment target of 60 new undergraduate students by the fall of 2008 was established. The Table in Appendix I.1 illustrates that from a base of 1,003 Full-time Student Equivalents (FSE) in 2002-03, the University performance was slightly above the board mandate during the 2004-05 school year with an enrollment of 1,031 against a projection of 1,027, but moved below in 2005-06 with an FSE of 1,024 against a projection of 1,039. An initiative to form a partnership with Royall and Company to purchase prospective student contact information has been implemented to help the University reach enrollment goals. The purchase of student contact information included a two year “name search” allocation of $190,000. Another initiative included a policy approved by the Board of Trustees (Exhibit I.9) to increase the discount rate from 26% to 30%. The first year of this has been implemented with $125,000 in need-based funding being added to the financial aid budget. Other infrastructure investments have included adding personnel to the Registrar’s Office, Student Accounts, and Financial Aid sectors, as well as a Retention Coordinator. To further assist the University in reaching enrollment targets, several new majors have recently been approved or are under consideration.

Academic Assessment
The 1996 report recommended “…that a coordinated [assessment] program be put into place, and that adequate resources be dedicated to this effort” (p. 51). In regard to assessment, the 2001 report noted that NNU had “made good progress, though the efforts should be redoubled” (p. 2). It continued that “NNU efforts still fall short of a fully operational system, and the appointment of an assessment officer might be helpful” (p. 2).

Although the demands of the Academic Program Prioritization Process have left limited time for completion of a full assessment cycle by all departments, the University has made considerable progress since the interim visit. Since that 2001 accreditation report, the University has appointed an institutional assessment officer and school assessment officers, adopted a set of four institutional outcomes, adopted assessment plans for the University and for each school, and revised Undergraduate Catalog copy to reflect the relationship between the learning outcomes and program objectives. These efforts are described in further detail in Standard Two.

Library and Information Resources
The 1996 report encouraged the University “…to give serious attention to strengthening library and information resources necessary to adequately support the academic program…” (p. 51), expressing particular concern about the library facility and support for graduate programs. The 2001 interim report notes improvements to services for graduate students, but commented that "NNU could use a new and larger library, and ...a larger collection is desirable...." (pp. 2-3).

Much has been accomplished in the Library in the past 10 years to address growth in graduate programs and general library need. The Integrated Library System is now in its second generation and shared with Albertson College of Idaho. An additional Library faculty member (User Services Librarian) has been hired primarily to support graduate programs and staff positions have been adjusted to serve undergraduate and graduate students better. Modifications have been made to the facility including new circulation and reference service desks, remodeled modular office space for all staff, new computer work stations in the Electronic Reference Center, wireless capability throughout the building, additional new seating for students, and a new microform reader/scanner for public use. The addition of Ariel software and hardware for interlibrary loan delivery has resulted in articles being delivered to the end user in a timelier manner while at the same time reducing postage, fax, and paper
costs, as well as staff time. New electronic resources have been added to the collection and are available both locally and remotely. The collections have been rearranged providing easier access to users. The curriculum collection has been added to the catalog, and the use has increased significantly because of this access point. In addition, shelving has been added to relieve some of the congestion. In the Campus Master Plan, the Library is one of three buildings identified as priorities for fundraising in the interest of either expansion or new construction.

Academic and Residential Facilities
Both the 1996 and 2001 reports expressed concerns about academic and residential facilities, specifically mentioning the need for improvements to the Science and Fine Arts Building, the Library, and the Student Center. The 1996 report recommended “a process to identify the current and near-future needs for endowment, new construction, renovation, and technology for a multi-year capital campaign…” (p. 6). The 2001 reviewer praised the construction of the Brandt Center, with its 1,500 seat auditorium, galleries, and practice spaces; the new Arts Loft in the Fine Arts Building; and new Library stacks. The reviewer also noted the construction of Ford Hall (a residence hall for freshman women) and the renovation of Dooley Hall.

Since the 2001 interim report, the University has built the Helstrom Business Center, which includes seven classrooms and is used by the School of Business and the offices of Extended University Services. The construction of the Johnson Sports Center doubled the size of the Montgomery Field House and has provided a state-of-the-art recreational facility for the Athletic Department and Department of Kinesiology. The institution has also undertaken a thorough campus master planning process that identified three areas for new campus construction: Science and Nursing, Student Center, and Library. At its spring 2006 meeting, the Board of Trustees chose a new Science and Nursing building as the primary target for the next University capital campaign with the understanding that this building, a new or remodeled Student Center and Library remain as the top three institutional building priorities.

Since the 2001 interim visit, the Holly 1000 Apartment Complex and the Courtside Duplexes were acquired and six new units were added to the Kirkeide Apartments complex. This significantly increased the number of residential options available to upper class and married students.
2006 Self-Study Executive Summary

Standard One

- The University mission, as expressed in the institutional outcomes, is widely understood, published, and used in determining educational activities, admissions policies, selection of faculty, allocation of resources, and planning.
- *A Context for Planning: 2002-05, and more recently Fulfilling the Promise: NNU at One Hundred*, are model strategic planning processes and documents that provide a focus for institutional decision-making and progress.
- The University has made remarkable improvements in nearly all aspects of fundraising to augment the more traditional sources of revenue: tuition, fees, and auxiliary services. University Fund campaigns, church education budgets, and capital and endowed funds campaigns have all reached record sums.
- Strategic planning of a broad institutional nature has a 20-year history at NNU. Similarly, at the administrative vice president sector level, both strategic and annual planning is well established. The implementation of the planning processes at the departmental and administrative office levels has been more sporadic with an equal number of successes and shortcomings.
- The academic sector began implementation of school strategic plans in 2005 to bring coherence to the sporadic nature of existing planning. This is having a very positive result on academic program planning and budget considerations. Copies of each school’s strategic plan may be found in the school exhibits.
- Much progress has been realized in the past three years in developing academic policy through a rigorous and challenging process of shared governance. The faculty gave full attention to a number of governance issues including the adoption of policies implementing rank and tenure, revisions to the academic calendar, modification of the credit model, and adoption of a reformed General Education core.
- The strategic planning process has been instrumental in leading the institutional transformation from a baccalaureate II liberal arts college to a comprehensive Master’s S University.
- As aggressive as the facility and endowment fund development has been, there continues to be a pent-up demand for newer and better facilities across campus and for additional supplemental funds for scholarships and program enhancement. Six facility projects and requests for renovation of other facilities are on the current list of priority items.

Standard Two

- Data-driven decisions, while a regular feature in enrollment planning, financial management, and campus master planning, have recently played a much more significant role in academic management. This is illustrated by the use of data that has driven the Academic Program Prioritization Process and the discussions on reaching the faculty-to-student ratios required by the Board of Trustees.
- The University has made significant progress in upgrading its physical resources in the 10 years since the last full-scale accreditation visit. The decision that the next capital campaign will provide improved space for Nursing and Science is more evidence of the institutional commitment to academic facilities and a clear response to the 1996 and 2001 accreditation reports. Maintenance of existing facilities provides some ongoing challenges.
- The quality and commitment of University faculty, staff, and administrative personnel is among the University’s most important institutional resources. In the last two years, NNU has completed the difficult but essential work of adjusting the number and deployment of University personnel to reflect more closely the needs of the University and the practice of peer institutions.
- The naming of a University Assessment Officer, the adoption of a set of University
outcomes, and the establishment of University and school assessment plans have provided tangible evidence of progress on assessment of student learning.

- The adoption of a revised General Education Program has given greater attention to Mathematics, the adoption of a new Cornerstone and Capstone courses, and an international/cross-cultural requirement.
- There is general agreement that the Academic Program Prioritization Process provided some essential adjustment to the number, size, and course offerings of undergraduate majors; however, the process has been challenging to accomplish and was accompanied by some understandable feelings of loss.
- Next steps include ensuring that an appropriate proportion of the resources released as a result of the Academic Program Prioritization Process remain in the academic area to assist with such tasks as moving faculty salaries closer to the peer median and increasing departmental budgets, professional development allocations, and library acquisition budgets.

Standard Three

- The Board of Trustees approved hiring a Vice President for Enrollment Services and Marketing to lead the restructured Enrollment Management sector.
- The University acquired the Admissions Welcome Center building to house the entire Admissions team, Retention Officer, and Marketing Director.
- The University contracted with Royall & Company to expand NNU’s prospective student inquiry funnel to approximately 10,000 names, a vital investment component for enhancing first-time freshmen attendance in the future.
- NNU has made progress in the diversity of its student body. The 13 Hispanic students and 8 African-American students in the 2005-06 freshman class mark both the increased effort of the institution and the increased interest of prospective students.
- A Financial Aid Counselor for non-traditional students was hired. Enrollment numbers in the graduate and non-traditional student populations have increased from 409 to 460.
- Residential Life continues to improve the livability of the campus for undergraduate students. Improvements include: construction of Ford Hall; installation of air conditioning in all of resident halls; a major renovation to the Student Center; and the addition of new carpeting and furniture in resident halls.
- A Campus Ministries Director was added to the administrative team in the area of Student Development. This is having a direct effect on the Christlike Character, Social Responsiveness, and Creative Engagement outcomes.
- NNU has made significant progress in the area of security on campus. The addition of a fence around most of the perimeter, the presence of a new police substation on the southwest corner of the campus, the installation of key-card access in dormitories, and the development of additional, well-lighted parking lots all demonstrate University attention to student and employee security.
- The 130% increase (since 2002) in student satisfaction with the Campus Food Service is evidence of the Food Service's focus on customer satisfaction.
- The Bookstore has become increasingly student-focused over the past few years. The implementation of the new Point-of-Sale system during the 2006-07 school year will allow the Bookstore to continue this pattern.
- The University has made a successful transition from NAIA to NCAA and enjoys state-of-the-art athletic facilities with the construction of the Johnson Sports Center, as well a new track and softball field.

Standard Four

- As a denominationally-sponsored university in Idaho, NNU has generally been successful in attracting high quality faculty, including 70% who have doctoral degrees.
- Continued success in faculty recruitment will benefit from the infusion of dollars
called for in the rank and tenure plan to be implemented by 2008.

- The University has improved its faculty evaluation process since the interim accreditation visit.
- In addition to their primary teaching and academic advising roles, faculty have an active role in institutional governance, academic planning, and curriculum development and review. They are members of all continuing University committees across all sectors and have representation in plenary and sub-committee sessions of the Board of Trustees.
- Through a combination of retirements, reassignments outside of the teaching faculty, and a reduction of part-time faculty, a plan is in place that will achieve the 12 FTE reduction by the fall of 2008 without a single involuntary faculty dismissal.
- University faculty work very hard, and as new tasks are added to the top of its priority list and a rank and tenure system nears implementation, the University will need to ensure strong alignment between institutional priorities and a limited set of expectations for faculty.

Standard Five

- Personnel are key assets of both the Library and Information Technology. Each of these units is led by well-qualified faculty members.
- NNU’s campus-wide technology infrastructure is strong, and includes free wireless service to all University personnel and students, the availability of instructional technology in all classrooms, and the offering of three graduate programs in totally online formats.
- In 2005, Intel honored NNU as one of the 50 most wireless university campuses in the nation.
- The University has increased staff and total budget for both the Library and Information Technology since the interim accreditation report and entered into an innovative library catalog-sharing agreement with another institution in the county; however, Library space and acquisitions and technology budgets remain areas of concern.
- The Library is one of three buildings (along with a Science and Nursing facility and student center) suggested for new construction or significant remodeling in the Campus Master Plan.

Standard Six

- The University’s governance system contributes to the successful accomplishment of its mission and goals.
- The Board of Trustees provides appropriate oversight for the operation of the University. Its recent implementation of a board self-evaluation process and board training sessions contribute significantly to its effectiveness.
- The University President provides strong and focused leadership through oversight of the strategic planning process, establishment of clear institutional priorities, and oversight for the development of implementation plans.
- The faculty has a clearly defined role in the governance of the institution. The faculty has representation on all standing committees and councils of the institution, as well as on the five committees and in plenary meetings of the Board of Trustees. Over 30% of faculty members were directly involved in the three committees that made decisions related to the Academic Program Prioritization Process, and their recommendations were accepted by the President without modification.

Standard Seven

- NNU is a model of careful financial management.
- Since the interim accreditation visit, the University has increased the level of ongoing financial monitoring and accountability, restructured the NNU Foundation investment committee, increased funds in the contingency account and in operating reserves, and realized significant savings through a loan refinance and through the Academic Program Prioritization Process.
• The University Advancement Office operates efficiently and in support of the mission and goals of the institution.
• Nazarene churches in the NNU educational region provide in excess of $2.5 million dollars of the annual operating budget.
• The University Advancement Office has generated an average of $6 million per year in donor support since 2001 (including the denominational contribution) and the endowment has grown from $4 million to $18 million dollars since 1996.
• There is a need for further increases in the University endowment, unrestricted operating reserves, and additional student scholarships.

Standard Eight
• A new Campus Master Plan, completed in 2004, serves as the basis for institutional facilities planning.
• The Board of Trustees has authorized design documents for a remodeling of the current Science Building to accommodate its needs and those of the growing nursing program.
• In addition, the Campus Master Plan calls for addition/remodel to the Student Center, and the Library. There is also a need for upgrading existing facilities not scheduled for renovation.
• Within the context of the Campus Master Plan, the physical resources of the University provide sufficient teaching, office, and student residential space to meet its mission and goals. The construction of the Helstrom Business Center, expansion of the Johnson Sports Center, and the acquisition of the Student Welcome Center, Holly 1000 Apartment Complex, and new acreage on the southeast edge of campus all demonstrate University progress in this area.
• The University computer equipment, classroom technology, wireless network access, and phone system are examples of careful acquisition of advanced instructional technology.
• Through a $1.3 million IDeA Network of Biomedical Research Excellence (INBRE) grant, the School of Health and Science has made significant advances in the amount and quality of its laboratory equipment.
• The University has implemented a Preventive Maintenance Program that is encouraging direction and progress in this area and will be improved as additional resources can be allocated to it.

Standard Nine
• The University observes high ethical standards in all institutional activity.
Eligibility Requirements

NNU is in compliance with the NWCCU’s eligibility requirements as described below:

1. **Authority.** NNU is authorized by the State of Idaho to grant degrees and has formal authority from its governing board representing its sponsoring organization, the Church of the Nazarene, to offer educational programs and to grant degrees. (See Standard Six).

2. **Mission and Goals.** NNU has a clear mission statement that has been approved and adopted by the Board of Trustees. NNU’s purpose is to serve the interests of its students. All of its resources—financial, physical, and personnel—are used to support its primary mission and goal of educating students. (See Standard One).

3. **Institutional Integrity.** The governance and administrative practices of the University are humane and non-discriminatory toward students, faculty, and staff within the framework of the educational and service needs of its constituency. (See Standard Nine).

4. **Governing Board.** The 40-member University Board of Trustees provides oversight concerning the quality and integrity of the institution. They approve general University policy and key institutional decisions. No member of the board has a contractual or personal financial connection to the institution. (See Standard Six).

5. **Chief Executive Officer.** The University President is appointed by the Board of Trustees and serves full-time in that role. (See Standard Six).

6. **Administration.** The University is organized into five sectors, each with a President’s Cabinet-level full-time administrator. The institution provides the support services necessary to achieve its mission and meet its goals. (See Standard Six).

7. **Faculty.** The full-time teaching faculty of 92 is sufficient to provide bachelors and masters programs as demonstrated by the institutional personnel ratios study and business plans for proposed new programs. There are full-time faculty in each discipline in which a major is offered. Faculty members are involved in the development of institutional policy, academic planning, curriculum development and review, student academic advising, and institutional governance. They are evaluated in a systematic and timely way. Faculty members are assigned teaching and advising responsibilities in the areas of their expertise. The University provides sabbatical leaves, internal grant opportunities, course release, and fellowship opportunities to support professional development. (See Standard Four).

8. **Educational Program.** The undergraduate majors and graduate degrees offered by the University are consistent with its mission, based on recognized fields of study, maintain a standard length, and have adequate resources. (See Standard Two).

9. **General Education and Related Instruction.** All University undergraduate degrees require a 55-credit GE Program and a planned program of major specialization or concentration. The University offers no associate degree programs. (See Standard Two).

10. **Library and Learning Resources.** The University provides library resources, instructional technology, and services for students and faculty appropriate for its mission and for campus-based and online programs. (See Standard Five).

11. **Academic Freedom.** NNU maintains an appropriate degree of academic freedom within the framework of its mission, the
12. **Student Achievement.** NNU identifies and publishes the expected learning outcomes for each of its programs. The assessment inventory and the assessment implementation calendar provide details about the degree to which each major and degree has a complete assessment cycle in place. (See Standard Two).

13. **Admissions.** The institution publishes its student admission policy that specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices. (See Standard Three).

14. **Public Information.** The institution publishes Undergraduate and Graduate Catalogs, a collection of University web pages, an alumni magazine, admissions documents, and other print and electronic publications. These documents contain accurate and current information. Depending on their audience and task, they describe purposes and objectives; academic credentials of faculty and administrators; admission requirements and procedures; and academic rules and regulations directly affecting students, programs and courses, degree(s) offered and degree requirements, costs and refund policies. In addition, the student handbook outlines student rights and responsibilities including grievance procedures, and other items relative to attending the institution and withdrawing from it. (See Standard Three).

15. **Financial Resources.** The institution verifies a funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget and manageable level of debt. (See Standard Seven).

16. **Financial Accountability.** The institution’s financial records are externally audited annually by an independent certified public accountant. The audit includes an unqualified opinion on the financial statement. (See Standard Seven).

17. **Institutional Effectiveness.** The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituencies. (See Standard One).

18. **Operational Status.** The institution was regionally accredited as a four-year institution in 1937 and has been continuously accredited since that time. (See Standard Two).

19. **Disclosure.** The institution discloses to the NWCCU any and all such information as the Commission may require in carrying out its evaluation and accreditation functions. (See Standard Nine).

20. **Relationship with the Accreditation Commission.** The institution accepts the standards and related policies of the NWCCU and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the NWCCU may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The Commission treats institutional self-study reports and evaluation committee reports as confidential. The institution, however, may choose to release the documents. (See Standard Nine).
The Self-Study Process

The accreditation self-study process was initiated in the spring of 2003 with the naming of the accreditation Self-Study Coordinator. Shortly thereafter, an initial accreditation visit preparation timeline was developed. During the fall 2003 faculty workshops, school deans, department chairs, and faculty members reviewed concerns from the 1996 and 2001 accreditation reports and considered plans for addressing issues that still remained. These groups also participated in an orientation that included an introduction to the NWCCU standards and overview of the self-study process. School accreditation officers and Accreditation Committee members were appointed and the Accreditation Committee began meeting regularly. In February 2004, a team of six Accreditation Committee members and NNU administrators attended the NWCCU Self-Study Workshop to receive training on the preparation of the self-study. The 2004-05 academic year was identified as the “snapshot year” for sectors and departments to conduct their self-studies.

The accreditation Self-Study Coordinator developed a department self-study template (Exhibit I.10) that was distributed to sector vice presidents, school deans, and academic and non-academic department chairs during the fall 2004 faculty workshops for use in reviewing their areas of responsibility within the University structure. Training on the self-study process accompanied the distribution of the template. Initial identification and collection of sector and department materials for the Exhibit Room was also initiated during the 2004-05 academic year. In February 2005, five NNU representatives attended the NWCCU Self-Study Workshop to gain additional training. Drafts of the departmental self-studies were submitted to the school accreditation officers and sector vice presidents by summer 2005 for review and editing. Summaries of the department self-studies were drafted during the fall of 2005 and submitted to the accreditation Self-Study Coordinator for incorporation in the first draft of the self-study document. The initial content for each of the nine standards was also submitted at this time. The first draft of the self-study document was completed in January 2006, and critiqued in February by a self-study review team. A complete list of the self-study review team members and self-study contributing authors is provided in Appendix I.2.

One of the recommendations of the review team was to update the content of the self-study document to reflect the numerous changes that occurred during the 2005-06 academic year and to write the document with a July 1, 2006 “voice,” in essence, increasing the snapshot year to cover a period of two years. Additional recommendations from the review team and further revisions by the school accreditation officers and deans, as well as sector vice presidents, were incorporated into a second draft, which was finished in May 2006. Following further review and edits of the self-study content, the third draft and final draft of the document were completed during the summer of 2006.

A majority of the Exhibit Room documentation was collected during the 2005-06 academic year with compilation of the materials completed during the summer and fall of 2006.

Throughout the self-study process, the NNU President’s Cabinet and Board of Trustees received progress reports on a regular basis and were actively involved in the review process as requested.

Accreditation Committee Members
Kathy Burns, Accreditation Exhibit Room Coordinator; Academic Support Center Faculty
Casey Christopher, School of Arts, Humanities, and Social Sciences Accreditation Officer; Music Faculty
Sam Dunn, School of Business Accreditation Officer; Business Faculty
Gary Ganske, School of Health and Science Accreditation Officer; Mathematics Faculty
Ron Manley, School of Education, Social Work, and Counseling, Accreditation Officer; Education Faculty
Larry McMillin, Executive Director of Extended University Services
Mark Pitts, Vice President for Academic Affairs; Accreditation Liaison Officer
Ron Ponsford, University Assessment Officer; Dean of School of Arts, Humanities, and Social Sciences
Carol Rotz, School of Theology and Christian Ministries Accreditation Officer; Religion Faculty

LaRita Schandorff, School of Academic Resources Accreditation Officer; Library Faculty
Ronda Seward, Accreditation Logistics Coordinator; Executive Secretary for Student Development
Duane Slemmer, Accreditation Self-Study Coordinator; Associate Director of Information Technology
Financial Affairs

President
Richard Hagood

Vice President
Financial Affairs
Joel Pearsall

Executive Secretary
Marleen Bomar

Safety Officer
Linda Waller

Director of Operations
Dick VanSchyndel

Director of Conferences and Events
Bryce Quave

Controller
Shirley Haidle

Bookstore Manager
Ruthanne Garber

Director of Human Resources
Sherry Hartman

Custodial Supervisor

Technical Director

Assistant Controller

Student Accounts Supervisor

Payroll Technician

Textbook Clerk

Clerk
### Abbreviations and Acronyms used in the Self-Study

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AACN</td>
<td>American Association of Colleges of Nursing</td>
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<td>AACN/EBI</td>
<td>American Association of Colleges of Nursing/Educational Benchmarking, Inc.</td>
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<td>AAUP</td>
<td>American Association of University Professors</td>
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<td>ABD</td>
<td>All but Dissertation</td>
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<tr>
<td>ACBSP</td>
<td>Association of Collegiate Business Schools and Programs</td>
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<td>ACI</td>
<td>Albertson College of Idaho</td>
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<td>AGB</td>
<td>Association of Governing Boards</td>
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<td>AHSS</td>
<td>Arts, Humanities, and Social Sciences</td>
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<td>AMA</td>
<td>American Marketing Association</td>
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<td>APPP</td>
<td>Academic Program Prioritization Process</td>
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<td>ASC</td>
<td>Academic Support Center</td>
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<td>ASNNU</td>
<td>Associated Students of Northwest Nazarene University</td>
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<td>BAB</td>
<td>Business Advisory Board</td>
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<td>BCR</td>
<td>Bibliographical Center for Research</td>
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<td>BSL</td>
<td>Bible Study Leader</td>
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<td>BSU</td>
<td>Boise State University</td>
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<td>C &amp; I</td>
<td>Curriculum and Instruction</td>
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<td>CAA</td>
<td>Crusader Athletic Association</td>
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<td>CAAP</td>
<td>Collegiate Assessment of Academic Proficiency</td>
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<td>CACREP</td>
<td>Council for the Accreditation of Counseling and Related Educational Programs</td>
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<tr>
<td>CCCU</td>
<td>Coalition of Christian Colleges and Universities</td>
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<td>CCNE</td>
<td>Commission on Collegiate Nursing Education</td>
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<td>CEMP</td>
<td>Comprehensive Emergency Management Plan</td>
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<td>CEU</td>
<td>Continuing Education Unit</td>
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<td>CHO</td>
<td>Chemical Hygiene Officer</td>
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<td>CIRP</td>
<td>Cooperative Institutional Research Program</td>
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<td>CIS</td>
<td>Career Information Services</td>
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<td>CLC</td>
<td>Christian Library Consortium</td>
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<td>COC</td>
<td>Committee on Committees</td>
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<td>COMP</td>
<td>College Outcome Measures Program</td>
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<td>COS</td>
<td>Course of Study</td>
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<td>COSAC</td>
<td>Course of Study Advisory Committee</td>
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<td>COSOL</td>
<td>Course of Study Online</td>
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<td>CSI</td>
<td>College of Southern Idaho</td>
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<td>CSS</td>
<td>College Student Survey</td>
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<td>CSWE</td>
<td>Council on Social Work Education</td>
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<td>DEQ</td>
<td>Department of Environmental Quality</td>
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<td>EC</td>
<td>Exceptional Child</td>
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<td>EEG</td>
<td>Electroencephalogram</td>
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<td>EL</td>
<td>Educational Leadership</td>
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<tr>
<td>ES&amp;H</td>
<td>Office of Environmental Safety and Health</td>
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<td>ESWC</td>
<td>Education, Social Work, and Counseling</td>
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<td>ETS</td>
<td>Educational Testing Service</td>
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<td>EUS</td>
<td>Extended University Services</td>
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<td>FAFSA</td>
<td>Free Application for Federal Financial Aid</td>
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<td>FARR</td>
<td>Faculty Athletics Representative</td>
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<td>FERPA</td>
<td>Federal Education Right to Privacy Act</td>
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<td>FFELP</td>
<td>Federal Family Education Loan Program</td>
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<td>FSE</td>
<td>Full-time Student Equivalent</td>
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<td>GAAP</td>
<td>Generally Accepted Accounting Principles</td>
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<td>GE</td>
<td>General Education</td>
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<td>GNAC</td>
<td>Great Northwest Athletic Conference</td>
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<td>GPA</td>
<td>Grade Point Average</td>
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<td>GRE</td>
<td>Graduate Record Exam</td>
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<td>HACCP</td>
<td>Hazard Analysis Critical Control Point</td>
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<td>HCCI</td>
<td>Hispanic Cultural Center of Idaho</td>
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<tr>
<td>HERI</td>
<td>Higher Education Research Institute</td>
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<td>HPLC</td>
<td>High Pressure Liquid Chromatography</td>
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<td>ICOSAC</td>
<td>International Course of Study Advisory Committee</td>
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<td>Innovative Interfaces, Inc.</td>
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<td>Integrated Library System</td>
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STANDARD ONE

INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS
MISSION AND GOALS (1.A.1-7)
Northwest Nazarene University has kept faith with its historic undergraduate mission while undergoing substantial institutional transformation since the last full-scale review by the NWCCU in 1996. This core mission, adopted in 1982 and amended to include a preamble in 1989, continues to guide the University in its quest for excellence and significance. The transformation of the institution to a comprehensive Master’s S university during the past 10 years has required an expanded interpretation of mission to augment what, for so many years, characterized the institution as a baccalaureate II liberal arts college.

Today, NNU celebrates more than 90 years as a college and nearly 70 years of continuous accreditation by the NWCCU. The University continues to enjoy remarkably strong relationships with its sponsoring denomination, the Church of the Nazarene, and its educational region, the Northwest Region USA. The institution finds direction and purpose in the theological context of the Church of the Nazarene with its historic roots in the Arminian tradition and the teaching of John Wesley, the founder of Methodism. This context gives NNU four sources for a Christian worldview: scripture, reason, experience, and tradition.

The mission statement adopted in 1982, recorded in the Articles of Incorporation (Exhibit 1.A.1), and published in the Catalogs of the University reads as follows: “The essential mission of the University is the development of Christian character within the philosophy and framework of genuine scholarship.” A preamble was added in 1989, and later edited, to now read, “NNU is a Christian comprehensive university with a liberal arts philosophy of education. NNU is fully committed to an educational process that pursues both intellectual and spiritual development. This pursuit is centered firmly in the Person of Jesus Christ, and is designed to instill a habit of mind that enables each student to become God’s creative and redemptive agent in today’s world.”

The mission statement of the University is the touchstone for the development and implementation of all programs and activities, in some cases more obvious and direct than others. It is published in the Undergraduate Catalog (Exhibit 1.A.2) and the Graduate Catalog (Exhibit 1.A.3). It appears in the Faculty Handbook (Exhibit 1.A.4); the Student Handbook/Planner (Exhibit 1.A.5); the alumni and friends’ magazine, The Messenger (Exhibit 1.A.6); and on the University’s web site. The mission serves to guide the President’s public presentations, editorial content in various written pieces, and his reports to, and correspondence with, the governing board and campus community. In language appropriate to marketing, the mission is emphasized in materials distributed by the Office of Admissions, the University tag-line, and the current University Fund Campaign, Fulfilling the Promise (Exhibit 1.A.7).

Progress toward fulfilling the mission of the University is reported to both internal and external constituencies. The President presents a “State of the University” address for employees and spouses at the beginning of each school year, in which he recognizes University and individual accomplishments of the mission. He reports semi-annually to the governing board during which the mission of the University is the foundational theme. The President hosts an annual dinner each fall for volunteers, trustees, alumni board, and donors during which he reports progress on the accomplishment of the mission.
Numerous other reports are issued throughout the course of the year by various offices on campus including the Alumni Office, Admissions Office, University Advancement Office, and others, each telling of ways in which the mission is being fulfilled.

The University strives to implement its mission in undergraduate studies in the following ways:

1. Providing a Christian community of scholars in which the faculty members are expected to follow a life rooted in Christian values, pursue excellence in intellectual training, seek the integration of faith and learning, instruct students effectively, and contribute to the world of scholarship.

2. Integrating into all aspects of the institution a Christian perspective of life, summarized in the school motto, “Seek ye first the Kingdom of God.” It is intended that students will acquire a basic understanding of both the Old and New Testament Scriptures and of Christian doctrine.

3. Emphasizing the scholarly pursuit of knowledge to equip graduates for intellectual leadership in their social and professional environments.

4. Offering guidance toward a worldview consistent with Christian teachings that will enable students to play an effective role in building a better social order. The University desires that each student acquire a clear understanding of Christian beliefs and values and the ability to interpret those to others, discover some direction for a place of service in the Church, and develop a sense of obligation with respect to applying Christian principles to contemporary sociocultural problems.

Of particular note was the adoption of a set of four institutional outcomes expected of graduates of the University. This process, led by the Vice President for Academic Affairs and the faculty, as well as the Office of Student Development and the University Chaplain, occurred during the 2003-04 academic year and serves to specify both curricular and co-curricular expectations. The outcomes state that the University desires that each graduate progress toward and demonstrate: (1) Christlike Character, (2) Academic Excellence, (3) Creative Engagement, and (4) Social Responsiveness. Each of these outcomes is further described in both the Undergraduate Catalog and the Graduate Catalog.

For undergraduate students, these outcomes are measured by student activity in local churches and at on-campus events, by their scores on national examinations, through their creative research and artistic presentations offered at conferences and shows, and through NNU outreach programs to the local region, state, and other communities. With the implementation of the new GE Program, these outcomes will also be measured by the students’ spiritual biographies (written as part of their portfolios). Examples of these achievements are listed later in this section and are provided in the Exhibit Room.

The University seeks to implement its mission in graduate studies by providing “opportunities for intellectual and professional growth and expanded professional expertise. The University strives to provide access to the latest technology, information, research, and practices delivered by skilled and experienced professionals who can translate theory into practice. NNU provides a Christian setting and perspective for promoting the development of knowledgeable and competent professionals in a framework of genuine scholarship.” (Graduate Catalog, p. 8).

NNU has been guided by a set of goals that flow out of a participatory strategic planning process. Often referred to as “themes,” these goals are components of longer-term strategic vision statements. The goals for the period 1995-2005 were as follows:

1. Review of the institutional mission to derive a theological basis for that mission and to expand the mission to constituencies beyond the traditional undergraduate student. The expanded mission includes our Christian witness to our surrounding communities, increased direct services to the Church.
of the Nazarene in the Northwest Region USA, and scholarly contributions to our “public square.”

2. Attention to our campus culture to ensure that it is devoted to “community-building” and to the spiritual formation and development of all members of the campus community.

3. Commitment to academic excellence and to being a high quality college of the liberal arts and professional studies, active in international studies programs, with growing opportunities for graduate study and professional development.

4. Emphasis on strong constituency relationships with our primary constituencies in Nazarene and other-than-Nazarene churches, with our alumni, and with our fellow residents in the Treasure Valley.

5. Financial vitality through improved efficiencies and management along with increased supplemental funds, and gifts and donations through the NNU Foundation, along with continued support from the sponsoring denomination through 90% payment of educational assessments.

6. Campus master planning that takes advantage of an enclosed campus, encourages the construction of new facilities with uniform patterns of brick and concrete, and provides an aesthetically pleasing campus landscape (A Context for Planning: 2002-2005 and Fulfilling the Promise: NNU at One Hundred) (Exhibits 1.A.8 and 1.A.9).

In recent years, a highly participatory strategic planning process developed recommendations for the next planning period ending in 2013-2014 and the University’s centennial celebration. These goals build on those of the past planning period and extend them into the future. They include the following:

1. Focusing and enhancing student learning in order to enhance our strong academic reputation in the years preceding the centennial.

2. Strengthening and diversifying institutional finances to achieve a stronger, more diversified financial position, both within the annual operating budget and through increased endowment.

3. Clarifying and communicating institutional identity to ensure that the University community knows and clearly communicates its evolving nature and goals, its identity, and its Christian witness.

4. Affirming and equipping people in the spirit of the Wesleyan commitment to the development of the whole person by building on our rich historic traditions in new ways.

5. Building and expanding reciprocal partnerships with churches, communities, government, and business interests.

6. Developing and improving institutional support systems to provide an environment in which all strategic University endeavors can flourish. (Fulfilling the Promise: Northwest Nazarene University’s Strategic Vision, Plan & Indicators Executive Summary, pp. 5-9.) (Exhibit 1.A.10).

The strategic vision, strategic plan and indicators, and the four institutional outcomes each have an important and interconnected role in accomplishing the goals of the University, as illustrated in Figure 1.A.1. The strategic vision, represented by the outer circle, provides a clear context for the future of the institution. The six interlocking circles identify the six initiatives of the strategic plan. Finally, the circle at the center of the graphic illustrates the centrality of the mission of the University, as represented in the four outcomes: Christlike Character, Academic Excellence, Creative Engagement, and Social Responsiveness.

Taken together, the vision, the four outcomes, the six initiatives and supporting strategies, and the strategic indicators provide a focused sense of who we are and where we are going.

A review of the institutional statement of mission was placed before the campus community and the governing board through the
adoption by the Board of Trustees of the triennial planning document *A Context for Planning: 1996-1999* in March, 1996 (Exhibit 1.A.11). The President met with a cross-campus committee on several occasions during the 1996-97 academic year to explore the merit of a revised statement. Following considerable review, it was determined that the existing statement met the current needs of the University.

However, as part of that same planning agenda, the governing board approved in March 1996 the exploration of an “expanded mission” to constituencies beyond the traditional student population, but consistent with the University’s theological tradition to provide “educational opportunity as a means of improving the lot of humankind” (*A Context for Planning: 1996-1999*, p. 15). As the exploration evolved over the next several years, the following components were added to the University’s mission:

1. Expansion of academic and professional development programs beyond the traditional undergraduate curriculum.
2. Extension of University services to enable ministers and those preparing for professional ministry to become more successful in the Church of the Nazarene, as well as other denominations and fellowships.
3. Attention to the institution’s responsibility to the larger society and to its contribution to “scholarship in those areas of faculty strength and civic responsibility” (*A Context for Planning: 1996-1999*, p. 17).

It was out of this understanding of mission that the University expanded and diversified its educational program to encompass what is now defined as a comprehensive Master’s S university.

Service to others is one of the central features of the mission of NNU, both as an expectation of its students and graduates, as well as of the
institution as a corporate citizen. This commitment to service derives from our theological tradition as a Wesleyan institution. The March 1996 *A Context for Planning: 1996-1999*, quotes a respected Wesleyan scholar to say: “a social ethic is indigenous to the Wesleyan understanding…[and]...entails consecrated effort ‘to do unto others as you would have them do unto you.’ …It calls for efforts to guarantee justice, equality, and access to a quality of life that will not militate against the maintenance of personhood—not simply bodily existence” (p. 16).

To that end, the University sponsors many service activities and supports the acts of service of individual faculty, staff, and administrative personnel. The University hosts numerous public lecture series, including a business enrichment program; offers concert and drama programs of international, local, and campus origins; co-sponsors the monthly Boise Philharmonic Symphony in the Swayne Auditorium (including a one-day program that brings 6,000 elementary students to campus to hear the orchestra); and invites the public to a variety of athletic events.

The Department of Art sponsors art exhibits in the Friesen Art Galleries with both local and regional artists. Local student artists from the community are annual exhibitors, as are the art students from the University. In all cases, the exhibits are open to the public.

Over 40% of the undergraduate students participate regularly in some form of community service through one of the 14 ministry clubs on campus that assist homeless families, children in shelter homes, young mothers, Boys and Girls Clubs, and others. Each summer, 40 to 50 students are involved in volunteer summer ministries, with many serving abroad in other countries including Taiwan, Costa Rica, Venezuela, and Russia, to name a few.

University personnel serve on local civic boards or participate in the activities of numerous community agencies including United Way, Salvation Army, Families ETC, Mercy Medical Center, Boise Airport, Hispanic Cultural Center, Nampa School Board, chambers of commerce, planning and zoning commissions, service clubs such as Kiwanis, Rotary, and Lions, and others.

The facilities of the University are made available to the community through the Office of Conference and Events. Activities have included public high school baccalaureate services, private school commencement ceremonies, Congressional Award programs, Boise Philharmonic performances, World Sports Humanitarian Hall of Fame Induction Ceremonies, and the Taste of Home Cooking School.

**Substantive Changes**

NNU has been an active correspondent with the NWCCU as the institution has moved to classification as a comprehensive, Master’s S level university. The list of substantive changes approved by the Commission since the last 10-year accreditation visit includes the following:

- **1998** Master of Education degree in Twin Falls, Idaho
- **1998** Bachelor of Science degree in Nursing
- **1999** Exceptional Child emphasis in M.Ed. Program
- **1999** Master of Social Work
- **1999** Baccalaureate of Business Administration—accelerated delivery format (STEP)
- **2001** Master of Education in Meridian, Idaho
- **2002** Master of Business Administration in Boise, Idaho
- **2002** Master of Arts in Religion (distance delivery format)
- **2002** Master of Science in Counseling with two new tracks: Marriage and Family Counseling and Community Counseling
- **2003** Expansion of Service Area for Continuing Education and Professional Development Programs
- **2004** Master of Reading (distance delivery format)
- **2004** Master of Business Administration (distance delivery format)
- **2004** Master of International Business Administration (distance delivery format)
Most recently, a proposal for a Master of Divinity Degree (distance delivery format) was approved without substantive change on the basis of its foundation in the existing Master of Arts in Religion degree.

The University has complied with all report and notification requirements during the accreditation review period, including the notification of change in the name of the institution from Northwest Nazarene College to Northwest Nazarene University—effective September 1, 1999.

Analysis and Appraisal
As mentioned previously, the goals for the University for the period 1996-2005 were adopted in March 1996 and have become the basis for three-year increments of strategic initiatives.

Review of institutional mission
The historic statement of institutional mission, albeit focused at its inception in 1982 on undergraduate students, has served the University well during this period of rapid transformation to a comprehensive university. The mission has been used as a touchstone by which the University has measured the changes undertaken. Certainly, the historic statement has been defined and interpreted in a broader fashion than originally understood.

The application of the mission statement to the graduate programs was developed to distinguish the unique character of these programs. Motivated by the desire to contribute to the well-being of the community and surrounding region, NNU graduate programs are described by the mission statement found in the Graduate Catalog (p.8) and quoted above.

It seems appropriate that, given the recent developments in the educational program, it may once again be time to revisit the statement of mission to assess whether or not it continues to serve the expanded and diversified curricular and co-curricular programs of the University.

Campus culture and spiritual formation
Since the last accreditation visit, considerable attention has been given to the matter of campus climate and intentional spiritual formation—one of the major goals of past planning processes. The President engaged the campus community on two occasions in a campus-wide reading initiative using Dallas Willard’s book, The Divine Conspiracy, and Os Guinness’s, The Call. In 2000, the role of chaplain was enlarged to serve the whole of the campus as University Chaplain, with the reporting relationship moved from the Office of Student Development to the President’s Office, and the location of the office moved to Elmore Hall. The University Chaplain was also made a member of the President’s Cabinet.

The Monday Community Chapel was instituted in the fall of 1999. All offices and services are closed so that all members of the campus community (faculty, staff, and administrative personnel) may join students for a time of inspiration and community-building. These sessions feature various members of the campus community as well as provide the University Chaplain with an opportunity to speak on his semester-long themes.

Academic Excellence
The academic excellence of the University’s educational programs is evidenced by student scores on the Collegiate Assessment of Academic Proficiency (CAAP) exam and Major Field Tests. These documents are available in Exhibit 1.A.12.

Perhaps the most dramatic change that has occurred in the educational program of the University has been the expansion in graduate studies and professional development. In the 10-year period between 1995 and 2005, the number of master’s programs or areas of emphasis increased from 4 to 14, and the number of unduplicated students enrolled in professional development programs increased from 100 to over 8,000.

Constituency Relationships
One of the stated goals in 1996 was to enhance relationships with church constituencies, alumni,
and fellow residents of the Treasure Valley. These goals are being realized through a variety of strategic initiatives.

In cooperation with the Office of Church Relations, the School of Theology and Christian Ministries formed the Church Resource Center to provide consultation services to congregations and ministers throughout the Northwest Region on such topics as visitor assimilation, multiple staff relationships, music and worship styles, and technology and worship.

The Wesley Center for Applied Theology continues to provide educational programs, conferences, and services to Nazarene and other-than-Nazarene laity and ministry. Of particular note has been the development of the Wesley collection and its availability online. This collection is now regarded as the best online resource on John Wesley and the Wesleyan theological tradition in the world and has become a valuable tool for ministers in sermon preparation and theological study. Data collected by the site from June 2005 through May 2006 shows the number of “hits” on the site range from over 765,000 per month to a high of 3,628,696 in the month of April 2006 (an average of over 120,000 hits per day).

Initiatives through the Alumni Office have established and renewed relationships with alumni. New alumni chapters have been formed for alumni in Southern California, Arizona, and Mid-Atlantic East Coast. Regional alumni events and tours beyond the Northwest Region have provided opportunities for the University to connect with alumni outside of the Treasure Valley.

University personnel are active participants in community and regional associations and organizations as described previously. As a result, the public perceptions of NNU as a vital part of the Treasure Valley have improved remarkably in the past 10 years. NNU is now considered a major player and valuable community resource in nearly every public endeavor.

The President served on the 47-member Governor’s Blue Ribbon 2020 Task Force in 2003 and 2004 to assist the governor of Idaho in laying out strategies for the future of the state in economic development, taxation policy, education, social services, natural resources, transportation, and the full range of governmental services. The President was the only representative of higher education on the task force and co-chaired the committee on education.

Financial Vitality
The University made remarkable improvements in nearly all aspects of fundraising to augment the more traditional sources of revenue: tuition and fees and auxiliary services. University Fund campaigns, church education budgets, and capital and endowed funds campaigns have all reached record sums. Since the 1996 accreditation visit, in excess of $40 million has been raised in capital and endowment funds and an additional $15 million in irrevocable gifts, and $20 million in revocable wills, trusts, and insurance policies. In 2004-05, the cost per dollar raised was $.09.

Steps were taken to rectify an economically unsound ratio between faculty and students (particularly the move from a ratio of approximately 12:1 to 15.5:1 by fall 2008). Additional steps have been taken to create larger operating reserves by refinancing University bonds through a tax-exempt authority in Colorado.

Campus Master Planning
The University is taking advantage of rerouting two major streets around the campus and acquiring the neighboring city park. Since the site visit of the NWCCU in 1996, four new facilities have been built, three athletic fields or courts constructed, a 55,000 square foot addition to the Johnson Sports Center completed, and an Admissions Welcome Center and a 20-unit apartment complex acquired. Several additional facilities have received major upgrades, and three deteriorating halls were razed in accordance with the Campus Master Plan (Exhibit 1.A.13).
A property acquisition fund has been established to begin purchasing properties in the campus impact zone, and attention is currently being given to help the City of Nampa develop the recently designated University District.

**PLANNING AND EFFECTIVENESS (1.B.1-9)**

NNU has engaged in institution-wide, strategic planning since 1986. The planning process, in general, incorporates three levels of institutional focus: (1) a longer term strategic vision, i.e. the period of time from 1995-2005, and currently, the period 2005-2014; (2) a set of strategic initiatives within a three-year time frame, i.e., 1999-2002, 2002-2005; and (3) plans of work for each administrative sector.

In addition to this University-wide planning process, there is a wide variety of other planning and assessment activities. For example, each vice president has an annual administrative plan of work, academic departments have program planning and review, academic departments have assessment plans, and uniform student evaluations are used to evaluate courses and instructional practices.

**Strategic Planning**
The first strategic plan of the current accreditation cycle (*A Context for Planning: 1996-1999*) was approved by the Board of Trustees in March 1996 and contained both a strategic vision to 2005 and an initial three-year set of strategic initiatives beginning in 1996-97 (Exhibit 1.B.1). The next three-year set of strategic initiatives was selected for the period 1999-2002 (Exhibit 1.B.2). The third set was for the years 2002-2005 (Exhibit 1.B.3). In each case, the planning processes involved the development of a planning framework by the President and the President’s Cabinet, extensive on-campus consultation, a planning retreat for the Board of Trustees, preparation and critique of draft documents, and the approval by the Board of Trustees.

In 2004-05, the University began preparations for the next round of strategic planning under the leadership of the Vice President for Academic Affairs. The President’s Cabinet, but ultimately the President, bears responsibility for the preparation and presentation of the strategic plan for consideration by the Board of Trustees. The current strategic plan has been published under the title *Fulfilling the Promise: NNU at One Hundred*. The plan has four major components: (1) a strategic vision for the University leading to its centennial in 2013-14; (2) six strategic initiatives/goals for the full period; (3) an initial three-year emphasis or set of objectives; and (4) twenty-one strategic indicators of institutional progress.

The longer term strategic vision is built upon the concept of the “church-grant university” and applies several of the guiding principles of the land-grant model to the constituency base of NNU. The conceptual model, among other attributes, features three major aspirations:

1. Preserve and strengthen the formal and informal relationships with our sponsoring denomination—the Church of the Nazarene, Northwest Region USA—and with congregations of kindred spirit in recognition that those relationships have the greatest potential for competitive advantage for NNU.
2. Position NNU as an innovative leader among Christian institutions in its curricular and co-curricular programs and thereby become a college of choice for Nazarene and other-than-Nazarene students attracted to our distinctive mission and niche.
3. Provide an institutional Christian witness in the spirit of the Wesleyan tradition to our neighborhood, our valley, our region, and beyond, by enabling men and women to achieve a better quality of life through educational attainment.

**Program Reviews and External Evaluations**
Academic program reviews require a thorough, long-range evaluation of the academic program’s mission and its relationship to the University’s mission, goals, and outcomes. A program review schedule (Exhibit 1.B.4) was established for use by academic programs. Academic program review occurs annually with at least three of the academic departments or
administrative units receiving a thorough review of their contribution to the University’s mission, goals, and stated objectives. The process is internal to the campus and involves peer review, a report to the Vice President for Academic Affairs, and a written report to the appropriate faculty academic council.

Several non-academic departments have participated in outside reviews since 1996, including the Offices of Financial Aid and Retention (Exhibit 1.B.5). These are in the form of annual audits, periodic regional reviews, or peer reviews. All of these audits and reviews have helped in the planning and the effective operation of the departments.

Budget and Financial Planning
The University uses a three-year rolling forecast model to put into context the annual budget development process. This forecast model predicts student enrollment for the period, anticipated expenditures by general budget category, and predicted revenue from modifications in revenue sources, including tuition and fees. Annually, each administrative sector develops and prioritizes its budget needs, which the responsible vice president presents to the President’s Cabinet. When the annual budget is in near final form, the budget outline is presented to a campus informational session prior to its submission to the governing board. The annual budget is set by the Board of Trustees at the March meeting for implementation the following July.

Campus Master Planning
The governing board adopted the Campus Master Planning, Implementation, and Assessment Policy (Exhibit 1.B.6) in November 2000, which gives oversight to the development of physical facilities and campus infrastructure, maintenance of facility and land resources of the University, and the implementation of the Campus Master Plan. The policy calls for a complete audit of facilities, grounds, and utilities infrastructure every three years. Each facility is graded on the quality of its external and internal structural integrity, its various electrical systems, and its conformity with current codes. The most recent facilities audit was completed in 2004 (Exhibit 1.B.7).

The Board of Trustees also formed a Facilities Committee to provide oversight to the maintenance of facilities and the renovation or demolition of existing facilities. The committee receives an annual report on the status of facility maintenance, building and utilities usages, and actions taken to implement the landscaping components of the Campus Master Plan.

The University provides adequate resources for evaluation and planning given the size of University operations. Many of the resources necessary for planning come from the time and ability of faculty, staff, administrative personnel, executive officers, and the Board of Trustees. In the preparation of the current strategic plan, public forums included participation by external consultants whose travel and fees were paid by the University. Funds are routinely budgeted for accreditation visits, external program evaluators, such as required by specialized accrediting agencies, and other planning expenses. Facility planning conducted by outside personnel (such as architects and engineers) is incorporated in the total cost of the facility.

The oversight for institutional research is assigned to an Assistant to the President whose work is part-time in this assignment. This office serves as the coordination and collection center for institutional research; however, the functions of data collection and analysis are distributed among several offices including the Registrar’s Office, Financial Affairs, Enrollment Services, Student Development, and the Office of Vice President for Academic Affairs.

The major data collection efforts include the CAAP exam, Student Satisfaction Inventory, student interest and attitude surveys, employee satisfaction surveys, alumni surveys, and the variety of data that is used for completing the IPEDS reports and information for national ranking surveys (Exhibit 1.B.8).

The University uses the information collected through institutional research to communicate with the general public as well as the various
INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

constituencies of the University. This information appears in the following publications and venues (as illustrative):

- Semi-annual reports of the President to the Board of Trustees (Exhibit 1.B.9).
- Semi-annual oral reports to the Board of Directors of the NNU Foundation, Inc.
- Faculty meetings and faculty forums.
- Annual, in person, reports by the President to the seven District Assemblies of the Church of the Nazarene.
- Presidential address at the annual “President’s Dinner” for volunteers, boards, and donors.
- Reports on the University web site and also in The Messenger—the University’s alumni and friends magazine.
- The annual publication of faculty accomplishments by the Office of Vice President for Academic Affairs (Exhibit 1.B.10).
- Newsletters distributed by the Office of University Advancement and the Office of Enrollment Services and Marketing (Exhibit 1.B.11).

Analysis and Appraisal

Strategic planning of a broad institutional nature has been well established at NNU for many years, now including nearly 20 years of repetition and history. Similarly, at the administrative vice president sector level, both strategic and annual planning is well established.

The implementation of the planning processes at the departmental and administrative office level has been more sporadic with an equal number of successes and shortcomings. The academic sector began implementation of school strategic plans in 2005 to bring coherence to the sporadic nature of existing planning. This is having a very positive result on academic program planning and budget considerations. Copies of each school’s strategic plan may be found in the school exhibits.

Much progress was realized in the past three years in developing academic policy through a rigorous and challenging process of shared governance. The faculty gave full attention to a number of governance issues including the adoption of policies implementing rank and tenure, revisions to the academic calendar, modification of the credit model, and adoption of a reformed General Education core.

The strategic planning process has been instrumental in leading the institutional transformation from a baccalaureate II liberal arts college to a comprehensive Master’s S University. Understandably, there was concern about moving from the familiar and comfort of the past 40 to 50 years to something virtually unknown. This was especially true of veteran faculty, but less so for newer faculty coming in from similar institutions.

As aggressive as the facility and endowment fund development has been, there continues to be a pent-up demand for newer and better facilities across campus and for additional supplemental funds for scholarships and program enhancement. Six facility projects and requests for renovation of other facilities are on the current list of priority items.

Data-driven decisions, while a regular feature in enrollment planning, financial management, and campus master planning, have recently played a much more significant role in academic management. This is illustrated by the use of data that has driven the Academic Prioritization Process and the discussions on reaching the faculty-to-student ratios required by the Board of Trustees.
INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Standard 1 – Exhibits and Figures

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STANDARD TWO

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS
INTRODUCTION
Northwest Nazarene University’s educational programs demonstrate a commitment to a range of learner demographics and needs, and a high level of effectiveness in helping students learn and grow. The University offers 29 traditional undergraduate majors, an accelerated undergraduate delivery system called STEP, and seven master’s degrees with a total of thirteen areas of emphasis across the five academic schools: Arts, Humanities, and Social Sciences; Business; Education, Social Work, and Counseling; Health and Science; and Theology and Christian Ministries. In addition, through Extended University Services (EUS), the University offers professional development, Concurrent Credit, Summer School, and other non-traditional educational opportunities.

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

GENERAL REQUIREMENTS (2.A.1-12)

Facilities
The NNU campus includes 14 buildings housing academic classrooms and offices, 7 residence facilities, and a variety of performance and athletic facilities. In the 10 years since the last full-scale accreditation visit, the University built the Brandt Fine Arts and Convocation Center, Helstrom Business Center, Little Prayer Chapel, Johnson Sports Center (which doubled the size of the athletic facility), and Ford Hall (a residence hall for freshman women). It also acquired a building to serve as the Admissions Welcome Center. A new Science and Nursing facility is one of three campus facilities identified as priorities in the *Campus Master Plan* (Exhibit 2.A.1) and is currently in the planning and design stages. The University is also in the process of identifying major donors to fund Library and Student Center projects. Alumni who have not been to campus in many years remark on the number and quality of new buildings on the campus. There is regular evidence of maintenance projects, although the older buildings have ongoing needs for improvement and repair. Physical resources are described in more detail in Standard Eight. The campus community has access to state-of-the-art technology, as explained further in Standard Five.

Personnel
The University has 92 full-time teaching and 11 full-time administrative faculty including academic support faculty. Members of President’s Cabinet are also classified as faculty, but are not included in the Institutional Faculty Profile or student-faculty calculations. As detailed in Standard Four, NNU faculty members are highly qualified and experienced in their fields. The University has 70 full-time administrative personnel and 91 staff members who serve the University in non-academic managerial and support roles.

Information about the adequacy of faculty, staff, and administrative personnel is detailed in a report from the President to the Board of Trustees in March 2004 as a result of a year-long survey of institutional personnel ratios (Exhibit 2.A.2). In that document, the President reported on the adequacy of personnel in the five sectors of the University compared to peer institutions and industry norms. In regard to faculty, that document reported that “our student-faculty ratio places us third from the bottom in our comparison group at 12.55, compared with an average of 14.98 for all comparables, and of 16.69 for Nazarene sister institutions.” The
consensus was that this was not a sustainable ratio for an institution operating at NNU’s current level of tuition dependency and endowment.

Staff and administrative personnel numbers were found to be comparable to peer institutions in most areas. Exceptions at the time of the report included slight overstaffing in Counseling and mental health, Buildings and Grounds Services, Multicultural Affairs, and Residence Life. The report also found understaffing in the Business Office, Library, Financial Aid, Marketing and Public Relations, Health Services, Human Resources, and Maintenance. In University Advancement, the report noted extremely high productivity from a small staff. Discussions since that time pointed to the need for additional personnel to support the University’s web presence.

As a result of that report, the President recommended, and in March 2004, the Board of Trustees adopted a plan to bring all personnel ratios within the norms of reference institutions by the close of the 2007-08 budget year, including a specific call for student-faculty ratios within a range from 15:1 to 16.5:1. Since the adoption of that report, the sectors took assertive steps to move the personnel ratios to within the norms of comparable institutions. The President’s Cabinet adopted a formula calling for a 12 FTE reduction in undergraduate faculty coupled with a goal of 60 additional traditional undergraduate students by the end of the 2007-08 budget year and created an Early Retirement Option (Exhibit 2.A.3.) to provide an incentive for the retirement of faculty 62 and older. A plan is currently in place to achieve the full 12 FTE reduction target by the end of the 2007-08 budget year without any involuntary dismissals, thanks largely to the Early Retirement Option. The University realized the equivalent of 8 FTE in faculty reduction effective by the end of the 2005-06 school year and will reduce an additional 4 FTE by the end of the 2007-08 school year.

At the same time, consistent with the observations of the personnel ratios study, reductions were made in the number of custodians and groundskeepers to address overstaffing in those areas in relationship to peer institutions. Personnel were added in the Registrar’s Office, Financial Aid Office, Human Resources, and Student Accounts.

Financial Resources
Fulfilling the Promise: NNU at One Hundred (Exhibit 2.A.4), the University’s strategic plan, identifies several priorities for allocation of institutional resources, including focusing on and enhancing student learning, providing appropriate compensation to the University’s employees, adequate staffing of areas impacted by the recent growth in non-traditional programs, and enhancing the University’s support structures. The University typically allocates approximately 50% of its expenditures for instructional costs and academic support costs when salary and benefits are included. Total budgets in the academic sector moved from $7.46 million in the 2000-01 adopted budget to $9.78 million in the 2005-06 adopted budget (Exhibit 2.A.5.), representing 24.4% of the total institutional budget increase across those same years. The most recent available IPEDS peer analysis data places NNU 14th in a group of 23 regional and denominational reference institutions with an average annual, non-salary instructional expenditure of $2,496.80 per Undergraduate FTE (Appendix 2.1). The University investment in its academic programs occurs within the parameters of its relatively modest tuition. An IPEDS analysis of academic support as a portion of each undergraduate tuition dollar ranked NNU 10th among 22 peers with a calculated institutional commitment of 11.2¢ in non-salary academic support per dollar of undergraduate tuition (Appendix 2.2). While NNU ranks below the mean in gross expenditure per undergraduate FTE, it ranks higher than the mean in the portion of each tuition dollar invested in academics. This reflects both NNU’s lower tuition and its investment of tuition dollars within the parameters of that tuition.

The goals of NNU’s academic programs are consistent with the mission of the University, as expressed in the four institutional outcomes:

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS
- **CHRISTLIKE CHARACTER**: NNU students will grow toward Christlikeness, demonstrating ethical behavior, loving and respecting others, offering grace as they have received it, building up the community of Christ, and representing Christ to the world.

- **ACADEMIC EXCELLENCE**: NNU students will demonstrate understanding and appreciation of the liberal arts, expertise in a major field of study, and professional growth. Throughout their lives they will endeavor to reach their potential and be transformed by their pursuit of knowledge about God and creation.

- **CREATIVE ENGAGEMENT**: NNU students will apply their natural gifts and acquired knowledge to respond creatively to life: producing original works of art, new synthesis of knowledge, novel expression of ideas, and inspired solutions to problems in the home, the workplace, the church, and the greater community.

- **SOCIAL RESPONSIVENESS**: NNU students will be faithful stewards of their knowledge, skills, and resources, and be agents of social justice and divine mercy. Compassionately they will show love for people of all faiths and cultures, and identify with and advocate for those in need—locally and globally.

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**Academic Programs**

The goals of each academic program, including instructional policies, methods, and delivery systems, are in harmony with the University’s mission and outcomes. Program and departmental Catalog text and web descriptions reference the relationship with institutional mission and outcomes (Exhibit 2.A.6). Course syllabi reference institutional outcomes (Exhibit 2.A.7).

Proposals for new programs require that they demonstrate their consistency with the mission and outcomes of the University. The program proposal process asks specific questions about the relationship of proposed new programs to the University mission and outcomes. Questions on the New Program Proposal Form (Exhibit 2.A.8) ask, “How does the proposed program support the institutional mission?” and “How does the proposed program support the institutional outcomes?” Although the program proposal process was adopted during the spring of 2006, new program proposals made during the 2005-06 school year reflect the ongoing discussion and provide mission and outcomes rationale in their program proposals (Exhibit 2.A.9).

The institutional academic program review process calls for a demonstration of the relationship between program goals and assessment, and institutional mission and outcomes (Exhibit 2.A.10). For example, questions in the Academic Program Review Form ask, “How does the unit’s mission relate to the mission of NNU?” and, “What is the relationship between the unit and the institution’s outcomes?” The Academic Program Review Form further notes that programs can respond by appending the appropriate portion of the unit’s assessment plan. The program review documents on file in the Exhibit Room provide examples of program responses to these questions as part of the program review process (Exhibit 2.A.11).

Faculty members have primary responsibility for the design, approval, implementation, and revision of the curriculum. Proposals for new programs or for substantial revisions of existing programs must be reviewed by the curriculum committee of each school in terms of program design, and by the Vice President for Academic Affairs (VPAA) and Vice President for Financial Affairs (VPFA) in regard to financial viability, accreditation standards, and cross-campus coordination. Once a new or significant change to an undergraduate program is approved at the school level, proposals are referred to the Academic Council Undergraduate. Proposals for graduate and continuing education curriculum are referred to the Graduate and Continuing Studies Council for review and approval. New program proposals from either of these councils are then recommended to the
VPAA. The VPAA then takes the proposals to the President for review and potential recommendation to the Board of Trustees for adoption.

Since the 2001 interim accreditation visit, the faculty have developed and adopted four University outcomes and the Board of Trustees has mandated an increase in the undergraduate student-faculty ratio. Taken together, these initiatives formed the basis for historic undergraduate curricular change in the last two years.

Beginning in 2004, the Academic Council Undergraduate, the Faculty Policy Council, and the Deans’ Council, representing over 30% of the University faculty, were invited to participate in establishing parameters and providing oversight for an Academic Program Prioritization Process, which, among many things, studied the alignment of NNU’s undergraduate majors with standard academic parameters, including total credits required in the major, standard course credit size (three or four credits per course), and semester length. In addition to improvements in conceptual infrastructure such as the development and adoption of the four outcomes, the faculty adopted parameters that brought increased standardization to undergraduate programs. Some of the changes include faculty committee establishment of program parameters and review of programs, Catalog text approval, design and adoption of academic calendar and daily schedule, and review of proposed exceptions to the established parameters.

With the four institutional outcomes as a starting point, the Academic Council Undergraduate, the Deans’ Council and the faculty as a whole established parameters that formed the conceptual infrastructure for the curricular change. In addition to the outcomes, faculty developed and adopted the following: institutional, school and departmental assessment plans; a revised program review process keyed to the outcomes; a new program proposal process; a range of total credits required in the major; standard course credit size (three credits per standard class rather than the previous three or four) and a new 15-week semester length to replace the previous 16-week length.

The single undergraduate program that falls outside of those parameters, the STEP accelerated delivery program of a business major, does so by intentional institutional design. Courses offered in the STEP format compare favorably to traditional coursework both in the respect that identical courses use the same final examinations and that students complete the ETS Major Field Test as a check of their mastery of content. The five most recent cadres of the STEP accelerated delivery system averaged a score of 162.82 on their ETS Major Field Test, giving the cadres an aggregate score at the 88th percentile. Although its delivery is accelerated, the STEP program requires traditional demonstration of achievement through coursework and/or examination. No credit is given for previous experience.

Faculty members are involved in the development of Library resources for each academic discipline. A liaison librarian is appointed for each academic school. Faculty members consult with the liaison librarian assigned to their school and utilize the selection tools provided by the Library for that purpose. The Information Technology Department also works closely with Library personnel to ensure that faculty and students have easy access to electronic library resources.

Each of the institution’s degree programs is described in the Undergraduate Catalog (Exhibit 2.A.12) or Graduate Catalog (Exhibit 2.A.13). Courses are offered on a regular and predictable schedule, and in cases where students find themselves off-sequence, a process is available for requesting an applicable independent study. All courses listed in the Catalogs are offered at least every other year. The placement of courses on the daily schedule is done with the needs of students in mind. Courses with multiple sections are frequently offered both in the morning and afternoon to accommodate students’ schedules. To accommodate music, drama, forensics, and athletics, two late afternoon periods are blocked.
from scheduling any course that is not also offered at a different time of day in the same semester. This scheduling convention strikes a balance between extra-curricular participation and smooth movement through undergraduate program requirements.

The Academic Council Undergraduate is charged with the responsibility of developing and monitoring general academic policy. As part of this responsibility, the council reviews policies on an “as needed” basis each year. Few changes have been made regarding the addition/deletion of policies and procedures in recent years because the existing policies were found to adequately serve the needs of the University. In the event of changes in program requirements, students are generally responsible for meeting the requirements effective in the year of their admission to the University.

Beginning in the fall of 2006, an Academic Administrative Council including the school deans, Director of Library Services, Registrar, Associate Director of Information Technology, and Faculty Chair will meet monthly to address budget issues and smooth operation of academic services.

In the spring of 2006, the Academic Council Undergraduate and the Graduate and Continuing Studies Council adopted a new policy and format for program change (Exhibit 2.A.14). The new policy addresses a procedure and steps for consideration of both new programs and the elimination of an existing program.

**Analysis and Appraisal**

The physical, human, and financial resources of the University are sufficient to fulfill its institutional mission. The quality and commitment of University staff, administrative personnel, and faculty are among the most important institutional resources. The plans to infuse $300,000 into the annual faculty salary budget within the next two years is evidence of the institution’s regard for faculty and the reason for a supplementary salary check in August in anticipation of that longer-term salary improvement by the fall of 2008. Faculty strike a careful balance between high academic standards and a grace-filled and redemptive spirit. The number and deployment of University personnel was adjusted in the last two years to reflect more closely the needs of the University and the practice of peer institutions.

The University made remarkable progress in upgrading its physical resources over the past 10 years. New construction significantly enhanced the ability of the University to deliver a strong academic program. The decision that the next capital campaign will underwrite improved space for Nursing and Science is more evidence of the institutional commitment to those areas and a clear response to the 1996 and 2001 accreditation reports. In addition, as a result of infrastructure support built into the budgets of new graduate programs, the University has increased budget and personnel in the Library, and that facility remains in the top three for new construction on the Campus Master Plan. Even so, the rising cost of subscriptions and books has created continuing challenges for Library budget.

The undergraduate academic program at NNU falls within parameters common among peer institutions. The program development process at NNU is systematic and consistent across all programs. University administration provides guidance about general direction and consults about the financial viability of proposed programs. The faculty research, design, and revise programs, which are then reviewed by school curriculum committees and appropriate academic committees before recommendation to the University administration for adoption.

NNU plans and implements its undergraduate degree programs to ensure student access to the courses they need. Most departments schedule their sequenced courses in a way that enables students to take required courses within a two-year period. A limited number of programs that require a four-year schedule begin student advisement during first semester of the freshman year. As departmental course offerings were tightened through the Academic Program Prioritization Process, the University will need to monitor this to ensure the availability of high-demand courses. Online delivery of key courses
may be a way to ensure asynchronous availability.

New program proposals will benefit from the new program process adopted in the spring of 2006. The new program approval process provides a clear route for addressing program elimination or change.

**EDUCATIONAL PROGRAM PLANNING AND ASSESSMENT (2.B.1-3)**

Since the interim accreditation visit in 2001, the University has appointed a Director of Assessment, adopted a set of four University outcomes and established an institution-wide plan to acknowledge a strong history of assessment and establish assessment plan goals (Appendix 2.3). For more than 30 years, NNU has been involved in the assessment of student learning outcomes, student satisfaction with the education programs and services, and of student attitudes, activities, and involvement. At the university level, regular collection and utilization of information about the outcomes of the General Education Program through nationally-normed, objective instruments, and through self-report student and alumni surveys has been in place since the mid-1970’s. At the department level, assessment ranged from the very structured and well documented, particularly for programs with professional accreditation (Business, Education, Music, Nursing, and Social Work), to less formal, more anecdotal, but often effective procedures.

Since 2000, the Collegiate Assessment of Academic Proficiency (CAAP) from ACT has been given to students during their junior year to measure GE outcomes. The University uses three measures of student attitudes and behavior from the Higher Education Research Institute (HERI) at UCLA each year. First-year students take the Cooperative Institutional Research Program (CIRP) survey during orientation week and the Your First College Year (YFCY) toward the end of their first year. The College Student Survey (CSS) is administered to seniors during the spring semester. Items covering religious beliefs, attitudes, and behavior were made available in 2004 and are included when the institution uses these surveys. The Student Satisfaction Inventory (SSI) is administered to a random group of students each fall. The Office of Enrollment Management surveys first year students about the admissions processes and services; the Registrar’s Office surveys all students about registration and other services.

General Education outcomes were assessed university-wide using the ACT College Outcome Measures Program (COMP) exam from the mid-1970’s until it was discontinued in 2000. It was a good measure of liberal/general education skills and knowledge in an authentic, application approach that was effective but rather difficult to administer. It offered three content area scores (functioning in social institutions, using science and technology, and using the arts) and three process area scores (communicating, solving problems, and clarifying values), and gave a comprehensive value-added score. NNU percentile scores averaged about the 55th percentile, with the knowledge gained over incoming ACT scores falling in the 50th percentile range. It should be noted that in 1999, NNU students fell just below the 50th percentile on the “Functioning in Social Institutions” score, a concern that was addressed in the new GE Program with the added cross-cultural emphasis and requirement.

The CAAP exam is also a good GE outcome measure, and when compared with incoming ACT scores, gives a value-added score that allows comparison to other institutions across the nation. Specific scores in reading, writing skills, mathematics, and science reasoning, and “expected progress” scores in each of the four areas based on incoming ACT performance are available. CAAP scores for the past four years appear in Table 2.B.1.

As illustrated in Table 2.B.2, expected progress scores for the spring 2002 graduating class indicated lower than desirable gains in math, compared to incoming ACT scores and to progress made at similar institutions. These results confirmed the faculty’s concern about student mathematics skills and quantitative literacy and contributed to the re-establishment of a math or quantitative skills course in the GE requirements.
Alumni surveys designed to assess general educational and campus life experience, as well as gather self-reports of further education, employment, and community and church involvement were carried out in 1987; 1995-1997 (surveying 9 years of graduates from 1986 through 1994); and 2005. Among other information drawn from the 2005 survey, 76% responded that, compared to those with whom they work, their NNU educational preparation was “Excellent” or “Above Average.” Further education was reported by 78% of the respondents with 26% earning master’s degrees and 9% earning doctoral-level degrees. Of those earning master’s degrees, 75% reported that their preparation for advanced study was, compared to other students in their program, “Excellent” or “Above Average,” as did 70% of those completing doctoral degrees.

Self-report measures have been used for the past three decades to track student satisfaction, involvement, and attitudes, and are compared to student responses in a general national sample of private four-year colleges. Participation in the assessment project of the Coalition of Christian Colleges and Universities (CCCU) has provided comparison information from institutions with missions and student populations similar to NNU.

Since the 2001 interim accreditation visit, a Director of Institutional Assessment was appointed and two major new assessment activities were completed. The first activity was the development of the four new University outcomes. An ad hoc assessment subcommittee representing all segments of the campus was convened and met for two years, leading to the acceptance of four new institutional outcomes (January 2003) and the drafting of a more comprehensive assessment program (May 2003).

The second major assessment activity was the formalization of departmental and program assessment that led to the development of more complete and consistently executed department and program assessment plans. To ensure ownership of department and program assessment plans, departments were encouraged to design and structure their plans in a manner that fit their needs and made best use of their current practices. However, all programs were expected to include a statement of mission and objectives, a description of the process for collecting, summarizing, and evaluating assessment data within the department, a description of the plan and process for reporting assessment information, and a process for reviewing and revising the program and its curriculum based on analysis of assessment data, including a schedule of activities and identification of responsible individuals.

Most departments submitted thoughtful and workable assessment programs; some are exemplary. Several departments, such as Religion, Business, and Education, collected useful data and made significant changes in curriculum and course design to improve student learning. Assessment programs vary with the needs and characteristics of the departments. At least 12 departments utilize data from standardized exams (PRAXIS 1 and 2, GRE, GRE,
Field Tests, License Exams, etc.); 11 have senior projects or thesis requirements; 14 have external skill appraisal through internships, other field experience supervisors, or graduate school admissions records; 8 collect work samples such as portfolios or proficiency exams at other than senior year; 6 regularly complete alumni surveys; and 4 have advisory boards. Table 2.B.3 provides departmental percentile rankings among institutions that use the ETS Major Field Tests.

While Field Tests, PRAXIS, and similar measures address departmental and disciplinary objectives well, indicators of progress toward the four institutional outcomes at the departmental and school levels are still being developed. The STEP program recently initiated an online survey of its graduates that includes graduates’ expectations upon entering the program and experienced outcomes upon leaving the program. Six or seven questions address each of the four University outcomes, plus program outcomes such as business skills and acumen. Preliminary results indicate that the greatest self-reported gains in expected versus outcome scores were reported for the institutional outcomes Christlike Character and Social Responsiveness, compared to Academic Excellence and the program objective of business acumen. These differences suggest first, that students come with clear and specific expectations about their field of study and the expectations of the learning environment and second, that they report experiencing gains in the areas of the institutional outcomes that they report as “very important.” The STEP assessment tool is a promising model.

Other assessment activities included the initiation of a longitudinal cognitive and identity development project. This involves video and audio taping responses of a sample of students to open ended questions on a survey, early in their first year and then again during their senior year, and analyzing transcripts of their narrative responses. In addition, an alumni survey was carried out online for the first time in the fall of 2004. This was a venture with mixed, but promising results.

Departments were asked to report changes they made in the past two or three years in response to insights drawn from their assessment activities. The following are some examples. Kinesiology: more deliberate effort to help students make the connection between spiritual and physical aspects of wellness, leading to changes in KI 100 Fundamentals of Wellness. Music: the addition of Commercial Music, redesign of Church Music emphases, and the addition of new material and requirements in technology courses. Communications: the realignment of curriculum to provide more

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<th>ETS Major Field Test Scores</th>
<th>Department Percentile Ranking Among Participating Institutions</th>
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<tr>
<td>Biology</td>
<td>79 th %ile</td>
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<tr>
<td>Business</td>
<td>92 nd %ile</td>
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<td>Business: STEP</td>
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<td>Chemistry</td>
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<td>Education</td>
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<td>Music</td>
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<td>Psychology</td>
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* Department used test, fewer than 5 students sampled, departmental ranking not reported by ETS

Table 2.B.3 ETS Major Field Test Scores
linear progression of skill and knowledge development. Religion: development of ministerial standing process in response to input from District Superintendents and other church leaders regarding need for better tracking of personality and temperament as well as tracking of the knowledge and skills of ministerial candidates; Bible and theology course redesign in response to pre/post assessment in those areas. Biology: addition of cadaver dissection; addition of origins course to address needs in understanding questions surrounding evolution and the religious perspectives on it. Psychology: the redesign of Psych A and C emphases to require junior/senior research to improve graduate school competitiveness. Nursing: elimination of duplication in courses; addition of issues and trends, and leadership and management courses.

Information from the assessment activities is broadly disseminated and used to inform planning on all levels on campus. The Director of Institutional Assessment has made reports to the Academic Affairs Committee of the Board of Trustees at their fall meetings for the past four years. These reports summarized objective and self-report data relating to both process and outcome variables. Faculty concern about both the incoming ACT and outgoing CAAP math scores led to strong faculty sentiment that the math component of the GE requirements needed to be revised. This change in profile of the incoming students for both math and English resulted in the addition of remedial courses in both math (MA 090 Essential Mathematics and MA 095 Intermediate Algebra) and English (EN 101 Improvement of Language Usage).

The Academic Council Undergraduate and General and Continuing Education Council regularly receive and use data on student interest and performance variables, sometimes formally and often informally through participation of the Registrar, the Director of Academic Advising, and the Director of Institutional Assessment, who serve on these councils. During the fall 2005 semester, the Academic Council Undergraduate and the Graduate and Continuing Studies Council received and reviewed assessment reports from the departments and programs. That review process ensured appropriate levels of assessment activities, as well as the use of the results of assessment information for planning and curricular review and revision.

Analysis of the results of specific services like the Admissions Survey (Exhibit 2.B.1) and the Registrar’s Office Survey (Exhibit 2.B.2), as well as the more general Student Satisfaction Inventory (SSI) (Exhibit 2.B.3), led to a variety of changes in the procedures and services students receive. For instance, changes in the residence hall maintenance schedule and major changes in campus lighting and other security measures were initiated after strong student dissatisfaction was identified in these areas, resulting in much higher reported satisfaction.

In the spring of 2003, NNU began using the University of Washington course evaluation system (Exhibit 2.B.4), which provides multiple alternative bubble-sheet course evaluation forms. Since that time, the faculty used these forms to evaluate nearly all undergraduate and graduate courses. Aggregate results from these student course evaluations provide an indication of the quality of an NNU education. The aggregate of all course evaluations from the spring of 2003 until the spring of 2005 rated all NNU courses 3.8 on a scale from 0 to 5 with a school-by-school range from 3.73 to 4.3. Aggregate instructor effectiveness was rated 3.9 on a scale from 0-5 with a school-by-school range from 3.8 to 4.13. Aggregate University course evaluation information from 2002 to 2005 is provided in Table 2.B.4. 2005-06 course evaluation summaries are available in Exhibit 2.B.5. Specific course evaluations are available in the Office of Academic Affairs.

Analysis and Appraisal
NNU undergraduate students receive a strong education. This is demonstrated by performance on nationally-normed objective instruments, through departmental examination and project assessment, course evaluations, and surveys of University alumni. NNU’s interim visit self-study spoke of the strong set of assessment strategies in place at that time. These strategies included the collection of information on
entering students, an institution-designed course evaluation form and process, and the beginning of periodic review of academic programs.

Since that visit, the institution has built on those strengths through the adoption of a set of four University outcomes, the establishment of university-wide and school plans for assessment of student learning, the appointment of a University Assessment Officer and assessment officers in each of the schools, the establishment of the tradition of regular assessment and survey information to faculty, and posting of assessment information on the University website. Over the last five years, the focus of effort in assessment on campus was to increase the regularity and effectiveness of assessment at the departmental level, and to establish comprehensive, formal assessment of the new institutional outcomes. Substantial progress is being made, although not as consistent or as uniform as desired.

Assessment efforts were slowed at the departmental and institutional levels by the demands created by the change to the University administrative model, the shift from the quarter to the semester calendar, and most recently, the Academic Program Prioritization Process. Nevertheless, progress is being made because faculty members recognize the value of assessment activities to meet their fundamental goal of better educational experiences for their students.

The NNU assessment process can be enhanced through the appointment of a director/coordinator with sufficient time and support to build on current assessment strengths and through the development of clear and measurable indicators for the four institutional outcomes by departments that have not yet done so. Steps must be taken to ensure that the departmental and program assessment process continues and leads to useful and meaningful results.

Finally, a shift to an alternate-year administration of the HERI surveys may save money while providing sufficient data about NNU students. This could coincide with the University’s re-engagement with the CCCU’s assessment project, which is particularly useful in assisting in the development and implementation of measures of outcomes unique to Christian liberal arts institutions.

**UNDERGRADUATE PROGRAM (2.C.1-8)**

The undergraduate program consists of 29 majors and STEP, an accelerated delivery system for an undergraduate business degree. The program has undergone significant revision in the last two years. As part of the Academic Program Prioritization Process, the Academic Council Undergraduate reviewed the 44 identified majors from the 2005-06 Undergraduate Catalog (Exhibit 2.C.1) for quality, viability, and demand. Eleven of the identified majors were, in fact, secondary teacher certification areas that were combined in a single secondary education major. This decision, in combination with the discontinuation of 5 low-demand majors, reduced the total number of majors to 29, which...
is more reflective of the number of faculty and other resources of the University. As part of the Programs of Promise phase of the Academic Program Prioritization Process, the University is currently considering four prospective new undergraduate majors: Christian studies (online), criminal justice, general studies (online), and journalism. If adopted, these additional majors would bring the total number of majors to 33.

The GE requirements as they appear in the 2006-08 Undergraduate Catalog represent a significant and intentional revision to the GE Program that is being introduced in the fall of 2006. Before this revision, NNU had approximately the same distribution of course content in the GE Program for the past three decades. Even with the change from a quarter to semester calendar, there was little substantial change, with the exception of the elimination of math from the list of required GE credits in the Math-Science area. The former GE Program consisted of 54 credits across three categories addressing student abilities, contextual disciplines, and explorations. Students were introduced to the University learning outcomes, the undergraduate conceptual framework, and the inter-relatedness of the GE coursework in the required one-credit first-year ST 111 University Seminar course that was in place for five years. These 54 required credits made up 44% of the required credits to graduate. This was a high percentage of the total credits, but it was very similar to peer Christian schools and was elevated due to the required Bible and theology courses. The GE courses included a combination of core and distribution requirements. All students were required to take seven prescribed courses (19 credits): two in writing; one each in Bible, theology, speech, wellness, and University Seminar. The remaining 35 credits allowed students to fulfill a specific number of credits in each of several disciplines; for example 6 credits in the social sciences and 8 credits in the physical sciences.

Because this GE Program was in place for a number of years, there was a growing sense of a need for change. Over the past decade, faculty invested much time and effort on serious review and attempted revisions of the GE Program. Each time there was little change in the GE Program with the potential impact compromised by competing demands and institutional changes, lack of leadership, and the failure of GE reform to become an institutional priority. However, the last two editions of the institutional strategic plan (A Context for Planning: 1999-2002 (Exhibit 2.C.1) and A Context for Planning: 2002-2005 (Exhibit 2.C.2), called for revisions to the GE Program. In addition, the General Education Council noted the growing number of courses approved for meeting GE requirements and the diminishing ability of the Council to communicate a persuasive, unified vision for GE at NNU.

Consistent with the re-establishment of a University academic program review schedule in 2002, the General Education Council began a review of the GE Program in the fall of 2003. It was readily apparent that previous efforts at review and revision led to a number of lists variously called objectives, goals, and outcomes, which became rather cumbersome and sometimes redundant. Several concerns and/or suggestions for improvement of the GE Program were identified by the administration, faculty, and Council members. These included the following: the expectation that the GE Program would not grow in size and would shrink a few credits, if possible; the need for a more distinctive, coherent, and “attractive to prospective-students” model; the desire to include more interdisciplinary, cross-cultural and/or international content; the hope that it could include spiritual formation and service components; the need to add a math or quantitative reasoning requirement; and the expectation that it would clearly resonate with the four institutional outcomes. It was also recognized that the GE Program would face an increasing need to readily accommodate students coming to NNU with running start, concurrent credit, and other pre-NNU courses.

After a year of review, the General Education Council spent the 2004-05 school year and the fall semester of 2005-06 developing a new GE Program. The process was creative and open and did not have the strong defensive
EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

territoriality that characterized similar discussions in the past. Members of the General Education Council met regularly to study approaches to general education, to look at alternative models, to develop multiple proposals for a revised GE Program, and then to propose a model to present to the faculty. On September 27, 2005, the faculty voted 63 to 10 (86%) to adopt the GE model outlined by the Council. This strong vote reflects the fact that the model was available for discussion by the faculty at the individual, department, and school levels before the vote, and the confidence the faculty as a whole seemed to have in the Council and its work.

The revised GE requirements appear on pages 37-44 of the 2006-08 Undergraduate Catalog. The changes in the required curriculum are not major in terms of course-to-course comparisons with the old model, but do represent increased continuity and some new emphases consistent with the mission and four University outcomes. The notable changes include the following:

1. **Total credits in GE went from 54 to 55.** This was a very difficult decision for the Council and the faculty as a whole to accept. The addition of two new courses (three-credit freshman seminar; one-credit senior capstone) and one replacement requirement (three-credit math/quantitative), along with the institutional commitment to Bible, theology, philosophy, writing skills, and history made this increase necessary.

2. **HU 101 Cornerstone (First-year seminar).** This new three-credit course is designed to introduce students to the University outcomes; to give them an overview of the basic ways the different disciplines they will experience in General Education vary in their methods of acquiring and evaluating knowledge; to help students identify and develop skills necessary to help them succeed in college; and to initiate a portfolio that will track their progress on the University outcomes and provide a resource for their evaluation of their college education during the senior capstone course. Unlike the previous one-credit ST111 University Seminar, faculty members will teach this course as a part of their teaching load and will receive training prior to teaching the course.

3. **HU 401 Capstone (Senior seminar).** This one-credit course, yet to be specifically developed, will help students reflect on their education in terms of the University outcomes and plan for the future.

4. **Math course.** This three-credit requirement replaces the previous competency test based on an ACT or Compass test score as an identification of competency—a requirement that was a compromise during a GE revision a few years ago. All students will be required to take Math 110 Mathematics for the Liberal Arts, a math course of a higher number, or a quantitative course in a discipline approved by the General Education Council based on its application of an appropriate level of quantitative methods to summarize and interpret data to solve problems within a specific discipline.

5. **Cross Cultural Experience.** This requirement is designed to ensure that all students have some significant, direct contact with another culture, and that they will have the tools and opportunity to reflect thoughtfully on that experience. One of the goals of the General Education Council is to provide an opportunity for all students to have a substantial experience outside of the United States, and to that end efforts are underway to develop a junior level travel program with University sponsorship that will at least cover transportation costs. However, this requirement is realistic about the need for a flexible program and provides a variety of experiences that meet the basic goals of the requirement. There is no credit load attached to the cross-cultural requirement and, in fact, it is possible to meet this requirement coincidentally with courses in the GE and/or major.
6. More focused curriculum. Similar to the previous GE requirements, 18 credits of the GE Program are courses required of all students (BI 111 Introduction to Biblical Studies; TH 211 Introduction to Christian Theology; HU 101 Cornerstone and HU 401 Capstone; KI 100 Fundamentals of Wellness; EN 102 English Composition; EN 202 Research Writing and Critical Thinking; and CO 121 Introduction to Public Speaking). In addition, undergraduates must select 9 credits from a limited set of Catalog options and 28 credits from specified departments or schools to assure a well-rounded undergraduate experience.

The 2006-08 Undergraduate Catalog (pp. 65-66) clearly articulates institutional policy for the transfer of credit from other institutions. Students who receive credit for completion of courses at another institution are required to submit an official transcript from that institution. Analyses of transcripts are the responsibility of the University Registrar who consults with relevant NNU faculty members and with the originating institution when necessary about the comparability of submitted coursework to NNU courses. NNU accepts two-year transfer degrees from Oregon, Washington, and Idaho community colleges, and from Idaho four-year state institutions as meeting institutional GE requirements, except for completion of the required theology and kinesiology courses.

While the responsibility for academic advising is shared by all faculty members, the Offices of Academic Advising and Testing and the Registrar manage the institutional program for academic advising. The Office of Academic Advising and Testing is responsible for oversight of the academic advising and schedules for all freshman students and provides assistance to freshmen in helping them determine the relationship between their professional or life goals and their academic plans. The Registrar’s Office provides training for faculty in the advisement of upperclassmen.

The Offices of the Registrar and Academic Advising and Testing offer faculty training several times each year to help prepare faculty to be effective student advisors. In addition, faculty advising training strategies developed by these offices are presented to the new and adjunct faculty to assist them with the advising process. Prior to the beginning of the spring pre-registration and fall registration process, faculty members are also given a detailed package of instructions that describe how to best advise students. A summary of faculty advising training strategies is provided in Appendix 2.4.

NNU does not require developmental or remedial work for admission to the institution or for most undergraduate majors. Rather, students who do not meet the requirements for standard admission may be granted provisional admission as described in the 2006-08 Undergraduate Catalog (p. 19). Nursing, Elementary and Secondary Education, and Business are four majors that require students to perform at a particular level for admission to those programs. If criteria are not met at the admission point, students may be provisionally admitted and are provided with advising and academic support.

Students admitted provisionally to NNU who demonstrate the “ability to benefit” have a number of resources available to them. These resources include: EN 101 Improvement of Language Usage; MA 090 Essential Mathematics and MA 095 Intermediate Algebra; study skills courses; and regular meetings with Academic Advising. The Academic Support Center also offers writing consultation, subject area tutoring, and specially designed courses for credit in writing, mathematics, reading, and computer applications. At the end of each semester, the Academic Progress Committee reviews student grades and recommends to the VPAA students who should be added to or removed from academic probation.

All programs of the University operate with full-time faculty, sometimes exclusively and sometimes with the limited use of part-time or adjunct faculty. Standard Four provides a more detailed presentation of faculty qualifications and credentials.
Analysis and Appraisal
Undergraduate GE and majors underwent significant revision since the interim accreditation visit. These changes included the adoption of a set of four institutional outcomes, a standard three-credit course schedule, parameters for the total credits in undergraduate majors, a 15-week semester, a redesigned GE Program, and the revision of majors from 44 to 29. These changes, all connected to the University conceptual infrastructure, were very challenging processes, but resulted in a stronger, more integrated set of offerings.

The new GE Program enhances the undergraduate conceptual infrastructure through the use of the four outcomes as the basis for the introductory “Cornerstone” course and the summative “Capstone” course, and through the addition of mathematics and cross-cultural/international requirements.

The University employs highly qualified and appropriately experienced faculty in each of its areas of instruction. Each undergraduate program has at least one full-time faculty member with an earned doctorate with the exception of Spanish, where the faculty member is working on a doctoral degree. Through standard search processes, through a successful loan forgiveness policy and faculty willing to take advantage of it, and through the powerful influence of a sense of calling on a number of the faculty, almost 70% of NNU faculty members have doctoral degrees.

GRADUATE PROGRAM (2.D.1-3)
The history of NNU is comparable to the history of similar denominationally-affiliated institutions founded first as preparatory or undergraduate schools. Although originally conceived as an elementary academy with some high school courses and a local constituency, regional interest and needs almost immediately called for the inclusion first of undergraduate college coursework and then the beginnings of graduate-level programs. As is often true with denominationally-affiliated institutions, the earliest graduate needs were in theology and education. NNU began offering its first graduate program, a Master of Theology degree, in the early 1940’s, and followed in 1978 with a Master of Arts in Teaching degree. Since that time, as the average educational level of the denominational constituency and of the region has increased, NNU made corresponding adjustments in its graduate degree offerings, adding graduate degrees in Curriculum and Instruction, Educational Leadership, Exceptional Child, School Counseling, Social Work, and Business Administration. Since the 2001 interim accreditation visit, NNU replaced the original Master of Theology degree with an online Master of Arts in Religion, developed a new online degree in Reading, added Marriage and Family and Community concentrations to the original School Counseling degree, and added an online Master’s degree in International Business Administration to the earlier MBA degree. This year, the University developed and NWCCU approved a Master of Divinity degree in the School of Theology and Christian Ministry. Each of these programs is explained in greater detail in the school reports provided at the end of Standard Two.

NNU’s history is also similar to that of sister institutions in dealing with concerns about the relationship between institutional mission and graduate programs. It is true that in each of these graduate programs, the audience is by definition older and more diverse than the undergraduate audience in terms of its needs, but the mission and outcomes of the University are still faithfully presented in Catalog descriptions and course syllabi (Exhibit 2.D.1). Further, NNU moved from an absolute focus on the needs of undergraduates to the development of an ongoing relationship with learners across a wide range of ages and life goals. That relationship begins with undergraduate education, but increasingly becomes a lifetime educational relationship through campus-based and online graduate programs and ongoing professional development opportunities. The University sees itself as responsible not only for high quality Christian undergraduate education alone, or for campus-based undergraduate and graduate programs alone, but also for offering a wide range of personal and professional development opportunities in a range of on-
campus, off-campus, and online venues to learners at all points in their adult development.

Organizationally, all academic programs and most support services report to the VPAA. Within that general structure, however, two individuals have sub-responsibilities: the Chair of the Graduate and Continuing Studies Council and the Executive Director of EUS. Academically, the Graduate and Continuing Studies Council serves as the faculty curriculum committee for graduate and non-traditional programs. This committee coordinates graduate programs, sets graduate academic policy, receives and approves program reviews and proposals for new programs, and represents graduate programs in all-faculty discussions. Operationally, the Executive Director of EUS serves as Graduate Support Services Coordinator. In this capacity, the director serves as liaison between support services and the special needs of graduate programs, provides aggregate information to the VPAA about graduate program revenue and expenditure, assists schools with the development of draft budgets for proposed new programs, and coordinates the interaction between the schools and any relevant professional development programs.

Graduate programs are an integral expression of the mission and goals of NNU as a comprehensive Master’s S University. Graduate study at NNU is carried out within a framework of established standards, objectives, and policies approved by the Graduate and Continuing Studies Council, accrediting agencies, and other appropriate groups to ensure that graduate students receive a high quality learning experience.

The graduate mission statement in the *Faculty Handbook* (Chapter 7, Section I) supports the institutional mission. Graduate programs, services, and policies are described in the *Graduate Catalog*. As indicated in the *Graduate Catalog*, all graduate programs strive to achieve NNU’s four University outcomes and “provide opportunities for intellectual and professional growth and expanded professional expertise.” (p.8).

The graduate program and faculty review process includes an emphasis on the University outcomes and also evaluates programs against the department/program’s mission, goals, and objectives. Departments established assessment plans to evaluate the program inputs as well as the performance of students and graduates of each program.

NNU’s graduate programs are created to meet the needs of students and professions for advanced-level professional training. University graduate degree requirements meet or exceed national norms in terms of the number of course credits and program rigor. All NNU graduate programs are part of the University program review process and all receive external review and secondary accreditation or endorsement: Counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Social Work by the Council on Social Work Education (CSWE), Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), the programs in Education are part of the National Council for Accreditation of Teacher Education (NCATE) unit accreditation, and the Master of Arts in Religion is endorsed for ordination by a denominational review board.

Programs of study are developed and approved by the departments, reviewed and approved by the curriculum committee of the school in which the department is housed, and then approved by the Graduate and Continuing Studies Council. Student progress through graduate programs of study is monitored by the department through which the program is offered and by the Registrar’s Office. Substitutions and waivers must be submitted in writing, approved by the department chair or program head, and submitted to the Registrar’s Office.

As a result of internal and external program review, graduate degree programs have the opportunity to assess their effectiveness and to make recommended modifications. Significant changes in programs follow the same approval process that is used for program approval; however, minor changes can be made with the
approval of the school curriculum committee. Each department that offers a graduate program has an admissions committee that also serves as a department graduate committee.

In addition, the fact that five of the seven graduate programs have secondary accreditation and the remaining two have denominational endorsement for ordination is one of the distinctives of the University. The Master of Social Work program is one of only three CSWE-accredited programs offered by CCCU-affiliated institutions. The Master of Counseling program is one of only two CCCU-affiliated institutions outside of California that are accredited by CACREP.

The graduate programs at NNU, in addition to a focus on student growth in knowledge and understanding, are committed to program-specific professional skill development. Graduate programs use a variety of data sources to measure skill development, including field supervisor, employer, and student self-ratings of skill development as one means of evaluating the strength of the curriculum in terms of the translation of relevant theoretical knowledge into practical skills for the contemporary workplace.

In 2002, the School of Theology and Christian Ministries began offering the online Master of Arts in Religion: Spiritual Formation degree. Also, the online Master of Arts in Religion: Christian Education degree began in 2004. To assess the quality of each of the degree programs, evaluations were completed for quality assurance. Table 2.D.1 below provides a representative sample of some of the key questions asked and the student responses. The Table is divided into two groups, the MARSF degree and the MARCE degree. From 2004 to 2006, 68 students graduated; 57 in Spiritual Formation, and 11 in Christian Education. The percentage is based on the percentage of students whose final program evaluation response was “excellent” on the identified items. Mean response across the two program emphases was 58.5%.

Another example of program evaluation is the summary of the 2005 Counseling Alumni Survey, collected from counseling graduates each year. Counseling graduates indicate confidence in their ability to provide individual counseling, group counseling, drug and alcohol assessment, crisis intervention, and numerous other counseling skills (Exhibit 2.D.2).

Further examples are provided in the recent secondary accreditation self-studies of graduate programs in Business, Counseling, Education, and Social Work (Exhibit 2.D.3).

### Analysis and Appraisal

NNU offers seven graduate degrees with 18 areas of emphasis in three schools: Business; Education, Social Work and Counseling; and Theology and Christian Ministries.

The adoption of the four University outcomes, an institutional assessment plan, a revised

<table>
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<tr>
<th>Master of Arts in Religion Graduate Survey 2004-2006</th>
<th>MARSF</th>
<th>MARCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The distance learning program as a whole was:</td>
<td>61.3%</td>
<td>41.7%</td>
</tr>
<tr>
<td>2. The program content was:</td>
<td>71.2%</td>
<td>54.9%</td>
</tr>
<tr>
<td>3. Clarity of program evaluation was:</td>
<td>61.4%</td>
<td>38.5%</td>
</tr>
<tr>
<td>4. Relevance of the program was:</td>
<td>76.7%</td>
<td>41.7%</td>
</tr>
<tr>
<td>5. Usefulness of assignments in the program was:</td>
<td>65.5%</td>
<td>52.7%</td>
</tr>
<tr>
<td>6. Relevance of the textbooks in the program was:</td>
<td>67.9%</td>
<td>63.7%</td>
</tr>
<tr>
<td>7. The online learning community was:</td>
<td>69.8%</td>
<td>52.7%</td>
</tr>
<tr>
<td>8. The intellectual challenge of the course was:</td>
<td>78.4%</td>
<td>35.2%</td>
</tr>
</tbody>
</table>

| Mean by Program Emphasis | 0.69% | 0.48% |
| Mean Across Program Emphases | 58.5% |

*Table 2.D.1 Master of Arts in Religion Graduate Survey 2004-2006*
program review process, and a new program proposal process—all keyed to institutional mission and outcomes—significantly increased the clarity and coherence of the “conceptual infrastructure” for the master’s-level programs of the University. Graduate programs are developed and reviewed by faculty. By virtue of their relative newness and the fact that nearly all of them have secondary accreditations, graduate programs reflect regular review of their consistency with University mission and outcomes, as well as their service to the community.

The 2004 reorganization that gave the Executive Director of EUS operational oversight of non-academic support services to graduate programs increased the efficiency and clarity of those operations. Materials from the graduate program secondary accreditation self-studies and accreditation processes of each unit demonstrate the strengths of graduates on standardized and internal assessments and on employer evaluations (Exhibit 2.D.4).

GRADUATE FACULTY AND RELATED RESOURCES (2.E.1-6)
The limited number and demand for early NNU graduate programs made it possible to offer them with only minor special provisions; however, growth in graduate education has called for, and received, significant additional support from the University. Graduate programs retain an average of 70-75% of their gross revenue for direct or indirect expenses. In addition to specific allocations for faculty, operations, professional development, travel, secretarial support, and the like, proposals for new NNU graduate programs must use new program student credit projections as the multiplying factor for specific budget increases in IT, Library, and the Registrar’s Office to reflect the impact of graduate programs on these support areas. In the past three years, the mandate for improved graduate infrastructure resulted in increased budget and new positions in each of these offices, as well as in the Financial Aid and Business Offices.

The graduate programs at NNU are staffed by highly qualified full-time faculty. Faculty members who teach in these programs are listed in the back of the Graduate Catalog. The requirements for graduate faculty can be found in the Faculty Handbook, Chapter 7, Section XXV, Subsection A (Exhibit 2.E.1). A review of the vitae for graduate faculty members (Exhibit 2.E.2) demonstrates that their experience and education are appropriate to their responsibilities and diverse enough to provide effective teaching and advising, as well as scholarly and creative activity. Graduate faculty scholarship receives support through professional development funds, sabbaticals, internal grant opportunities, and the peer coaching and joint research opportunities of the Scholars’ Guild.

In order to maintain program integrity, University policy states that the majority of the credits in graduate programs are to be taught by full-time faculty. However, it is important to the quality and relevance of the program that some departments use skilled practitioners in the field as adjunct faculty to supplement the expertise and experience of full-time faculty. The requirements for adjunct faculty are found in the Faculty Handbook Chapter 7, Section XXV, Subsection B.

Graduate faculty members participate in curriculum development, policy development, evaluation, institutional planning, and program development through participation in individual school curriculum committees and the Graduate and Continuing Studies Council, as well as through a regular schedule of program review (Exhibit 2.E.3). In the two programs where some courses are taught off-campus (MBA and Counseling), full-time faculty members teach over 75% of those courses.

Analysis and Appraisal
The University employs highly qualified and appropriately experienced faculty in each of its areas of graduate instruction. All full-time NNU faculty teaching in graduate programs have doctoral degrees. Graduate programs have well-articulated connections to the institutional mission, the University outcomes, and the University assessment planning process. As part of the President’s vision for the new University
strategic plan, *Fulfilling the Promise: NNU at One Hundred*, President Hagood declared in March 2005 that the next two years would be marked by increased attention to University infrastructure. A significant part of that commitment was an acknowledgment of the impact of graduate programs on a variety of support services and the need for increased dollars to support existing graduate program efforts in these areas. In addition, the new funding formula for proposed additional graduate programs uses proposed student credits as the basis for support services allocations. These changes improved and stabilized the resources available to support graduate programs. The recent reorganization of graduate operations and support under the oversight of the Executive Director of EUS resulted in smoother operations and an increase in resources available to the graduate programs.

**GRADUATE RECORDS AND ACADEMIC CREDIT (2.F.1-6)**

General policies concerning admission and program regulations are outlined in the *Faculty Handbook*. The policies concerning admission are explained in Chapter 7, Section XIII while the policies related to other areas are listed in the appropriate sections. The *Graduate Catalog* provides information concerning admissions and other policies needed by students. Program-specific information can be found in each department section of the *Graduate Catalog*. In addition, this information is also published in online program descriptions and in departmental brochures that are made available to prospective and enrolled students (Exhibit 2.F.1). The Graduate and Continuing Studies Council regularly reviews program admission policies and regulations as part of the larger task of graduate program review. Graduate program admission standards are described in the *Graduate Catalog*. While standards differ somewhat from program to program, NNU graduate programs all call for a transcript demonstrating successful completion of an undergraduate degree from an accredited institution and letters of recommendation. In addition, some programs call for specific scores on a graduate standardized test such as the Graduate Record Exam (GRE), a personal essay, and the recommendation of a faculty interview committee.

General admission standards, transfer policies, and graduation requirements for graduate programs are established by the faculty members who make up the Graduate and Continuing Studies Council. General graduation policies are identified in Chapter 7, Section XXIII of the *Faculty Handbook*. General graduation requirements and procedures are found in the *Graduate Catalog*.

Admission criteria and graduation requirements for specific graduate programs are established by school and departmental faculty as part of the process of faculty review of existing graduate programs and/or design of new graduate programs. Specific policies are listed within the *Graduate Catalog* description of individual graduate programs. As indicated in the *Graduate Catalog*, all graduate programs at NNU exceed the minimum requirements outlined in accreditation substandard 2.F.4.

The general policy concerning transfer of credit is explained in Chapter 7, Section XIV of the *Faculty Handbook* (Exhibit 2.F.2) and states that a program may allow a maximum of 25% of the credits toward a degree to be transferred from another institution. The decision concerning whether credits may be transferred is left to the department offering the program. Some departments have more specific transfer policies that are outlined in the department sections of the *Graduate Catalog*.

Graduate faculty are involved in planning and implementing graduate degrees throughout the governance structure and serve on the individual department graduate admissions committees. They are also involved at the department level as decisions are made concerning changes in graduate programs. The policy-making body for the graduate programs is the Graduate and Continuing Studies Council, which operates smoothly due to a pattern of strong leadership and strong faculty participation. The Council is composed of elected members representing all of the schools and each of the departments that offer graduate programs, as well as several ex...
officio members including the Registrar, the VPAA, the Director of Graduate Studies, the Executive Director of EUS, and an appointed graduate student representative.

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

Analysis and Appraisal
The Graduate and Continuing Studies Council, in conjunction with the individual schools and departments, regularly reviews graduate admission policies and regulations to ensure a balance between broad institutional parameters and the needs of specific graduate programs. As a result of the revision of the institutional web pages and the spring deadline for the 2006-08 Graduate Catalog, the wording and consistency of these policies and regulations were evaluated in the spring of 2006.

Policies regarding the program application process, admissions criteria, transfer of credit, credit for field experiences, and graduation requirements are all proposed by school or department faculty and reviewed by the faculty members of the Graduate and Continuing Studies Council to determine their consistency within the broader institutional context.

CONTINUING EDUCATION, SPECIAL LEARNING ACTIVITIES (2.G.1-12)
Extended University Services is the educational outreach sector of the University and provides the organizational context for continuing studies, professional development, study tours, an accelerated delivery system called STEP, and other non-traditional offerings of the University. Since a recent restructuring initiated by the VPAA, EUS also provides operational support for graduate programs. This includes budget oversight and marketing for graduate programs as well as serving as a liaison with the Registrar’s Office, Financial Aid, and Student Accounts. The VPAA and the Executive Director of EUS meet weekly to review both the non-traditional educational and the operational aspects of EUS. The graduate and accelerated degree programs are further explained in the school summaries later in this Standard.

Continuing Studies offerings are restricted to professional development workshops and courses, conferences, institutes, certificates, non-degree undergraduate courses, and camps. Courses arranged through continuing studies are frequently offered for graduate credit. However, special provisions for non-credit courses may be arranged through Continuing Studies by contacting the Executive Director of EUS or the program coordinator in the appropriate academic department.

Continuing Studies personnel include the Executive Director of EUS, who also serves as the Director of Continuing Studies and the Director of the Center for Professional Development. In addition, there are full-time coordinators in Business, Concurrent Enrollment Partnerships, Education, and Religion; part-time contracted coordinators for Education, Social Work, Challenge Course, Concurrent Enrollment Partnerships, and Marketing; an office manager, two full-time support staff, a student assistant, and other part-time support as needed; a registrar’s technician; a graduate financial aid officer and a student accounts coordinator. All of these positions are filled by qualified and competent individuals who manage their workloads effectively. The final three are located in the appropriate institutional offices rather than in EUS.

The Continuing Education Department is housed within the EUS office complex on the first floor of the Helstrom Business Center. EUS has 13 office stations and a conference room in the complex. All of the offices are fully linked to the administrative computer system and have all standard office communication systems. This space is new and meets all criteria for a professional office building.
Although the primary focus of Continuing Studies is service through the provision of quality educational opportunities for adults, all offerings sponsored are expected to be self-supporting after an initial development period. The spirit is entrepreneurial in nature, with limited risk-taking encouraged for programs advancing the unit's mission and with promise of eventual self-support. All offerings or activities operate within an adopted budget under the direct supervision of the Executive Director of EUS and the ultimate supervision of the Vice President for Academic Affairs. Each year net dollar goals are established for principal areas of Continuing Studies and recommended to the Vice President for Academic Affairs as part of the annual University budgeting process. Gross revenues and expenses are estimated at the same time. Revenue and budget accounts are developed to include direct and indirect costs, with an unrestricted contribution built in to be returned to the University.

The Center for Professional Development currently implements the University’s vision for the expansion of professional development services by providing programs, both for credit and non-credit, serviced through online, telecommunications, CD-ROM, and face-to-face delivery systems. These programs are offered through the Departments of Education, Counseling, Social Work, Business, and Religion. The future vision is to include further extension of these departmental services, as well as to add a number of other University departments.

Summer School at NNU consists of two four-week terms during which a limited number of undergraduate degree courses are offered. All courses are selected from the current Undergraduate Catalog and are taught by NNU faculty under the direct oversight of the Director of Summer School, who reports to the Executive Director of EUS. Past Summer School schedules are provided in Exhibit 2.G.1. Degree-seeking or certification-seeking students must meet the requirements for admission as stated in the Undergraduate Catalog. All necessary application forms may be obtained from the Office of Admissions. Summer School students wishing simply to take a course or workshop may do so without full admission if they give evidence of having requisite ability and background. Summer School students have the same on-campus privileges for library and computer use as students have during the academic year. Campus housing is also available on a limited basis.

Continuing Studies offers two programs (Concurrent Credit Partnerships and Express Education) that meet the Idaho State mandate to provide higher education service broadly in the state and provide high school students with the opportunity to earn college credit. Both the Concurrent Credit and Express Education Programs enrich the educational opportunities of pre-college students who demonstrate high academic ability within the framework of their local high schools and the NNU community.

Concurrent Credit Partnerships are agreements designed to unite the services and facilities of the University with senior high schools and home schools for the purpose of enriching the educational opportunities of high performing pre-college students. Concurrent high school and university credit is earned by juniors and seniors in high school for learning achieved in a University course taught at the high school by NNU-approved high school instructors. Each high school instructor has the benefit of a collegial relationship with a University professor in their discipline.

The Concurrent Credit Program has grown significantly over the past seven years as demonstrated in Table 2.G.1. The list of courses offered for concurrent credit during the 2005-06 academic year is provided in Exhibit 2.G.2. Instructors receive information, training, and orientation in course curriculum, assessment criteria, course philosophy, and NNU administrative procedures. NNU faculty conduct site visits in which they interact with the concurrent instructor and students, review and discuss curricula, syllabi, and textbooks. NNU faculty and concurrent credit instructors discuss assessment, including such strategies as common exams or exam questions and cross-grading of student exams to ensure academic
EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

The Continuing Studies offerings at NNU are conceived and constituted to provide the most appropriate educational opportunities to assist constituents, alumni, and the greater University community in personal and professional growth to meet the challenges of adapting to changing environments. The offerings aim to provide resources, structure, and quality instruction to promote professional improvement and personal maturity within the greater mission of NNU.

The Director of Continuing Studies, school deans, appropriate department chairs, and the program coordinators all share in the responsibility of maintaining high-quality offerings in Continuing Studies. Programs are planned within the strategic structure of the department/school/University and are administered in compliance with all policies and procedures of NNU. When planning new programs, quality considerations include congruence with the University mission and institutional outcomes, academic quality, program emergence from University strengths, and adequate learning resources. When planning new programs, Continuing Studies considers such quantitative measures as the number of students served, the number of credits generated, and financial support with promise of return to the University.

The University is responsible for the instructional quality of all Continuing Studies-sponsored courses. Each sponsoring school and department approves the content, instructor, delivery system, and evaluation procedures. As the owner of the course and credit, the sponsoring academic unit is responsible for the

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<table>
<thead>
<tr>
<th>Year</th>
<th>School Year</th>
<th>Number of High Schools</th>
<th>Number of Courses</th>
<th>Total Course Enrollment</th>
<th>Total Unduplicated Students</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1999-00</td>
<td>2</td>
<td>9</td>
<td>126</td>
<td>69</td>
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<tr>
<td>2</td>
<td>2000-01</td>
<td>4</td>
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<td>195</td>
<td>137</td>
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<tr>
<td>3</td>
<td>2001-02</td>
<td>6</td>
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<td>239</td>
<td>145</td>
</tr>
<tr>
<td>4</td>
<td>2002-03</td>
<td>6</td>
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<td>2003-04</td>
<td>12</td>
<td>50</td>
<td>582</td>
<td>342</td>
</tr>
<tr>
<td>6</td>
<td>2004-05</td>
<td>17</td>
<td>73</td>
<td>945</td>
<td>537</td>
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<tr>
<td>7</td>
<td>2005-06</td>
<td>24</td>
<td>126</td>
<td>1,632</td>
<td>950</td>
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</tbody>
</table>

Table 2.G.1 Concurrent Credit Enrollment Report – 1999-2000 through 2005-2006

rigor and equal assessment for the courses. Graded student work and projects may be collected during site visits and used to verify that the assessment tools align with the course philosophy and requirements and match the academic rigor as the same on-campus course. Consistent with its institutional commitment to secondary accreditation, NNU is currently in candidacy status for accreditation with the National Alliance of Concurrent Enrollment Partnerships (NACEP).

EUS also sponsors study tours, conferences, lectures, and community partnerships that provide learning opportunities and that serve and strengthen ties with the community. Conferences sponsored include a standards-based accountability conference for educators (2004, 2005, 2006), a helping professions conference (each year since 2000), a fetal alcohol syndrome conference (1999, 2002, 2006), and the national conference for the Christian Business Faculty Association (2002). The Business Enrichment Series is a bi-annual lecture series that brings nationally known business speakers to campus. Past lecturers include author and fraud expert Frank Abagnale; lawyer, commentator, and author Catherine Crier; cookie entrepreneur Debbie Fields; and medical commentator and author Dr. Bob Arnot.

NNU has also presented and co-sponsored “Smart Women, Smart Money” with the Office of the Treasurer of Idaho; “Financing Health Care” with the state institutions of higher education; and “Moneywise Women” with the Moneywise Women organization.
EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Academic functions. All courses for academic credit meet all requirements of the NWCCU.

As directed by the Vice President for Academic Affairs within the general task of academic planning, the Director of Continuing Studies, selected school deans, and appropriate department chairs form an ad hoc team to coordinate the collaborative effort of EUS strategic planning. The Education, Social Work, Business, and Religion Departments have a faculty member designated to lead the program development and delivery of Continuing Studies activities. A focus group made up of department representatives and professional leaders in the discipline defines the markets and assists NNU with the access and communication with appropriate professionals.

Faculty members are additionally involved in all aspects of the academic functions of the Concurrent Credit Program. Each academic department owns all courses offered for concurrent credit through that department. Therefore, the approval of all academic aspects of the courses are reviewed and approved by the faculty member that is involved in the concurrent enrollment partnership, as well as the department chair. Program policies are reviewed and approved by the Academic Council Undergraduate. All other departments are assisted by the Director of Continuing Studies in creating professional development offerings.

Academic schools and departments retain full control of the academic aspects of graduate and non-traditional offerings. The Director of Continuing Studies is charged with the administration of all centralized functions of finance, personnel, facilities, access, instructional delivery, public relations and marketing, operations, grant writing, and evaluation related to Continuing Studies. In all cases, the resources necessary to complete Continuing Studies offerings are available via the Internet, on location, or contained in the course material. These materials include online databases, interlibrary loan materials, professional company databases, on-site professional libraries, and learning materials built into courses.

A substantive change was approved in 2003 by the NWCCU to expand NNU’s service area for continuing education and professional development to include an eight-state region consisting of Alaska, Washington, Oregon, Idaho, Utah, Montana, Wyoming, and Colorado. The University’s expanded vision is to include further extension of current services offered by the Departments of Education, Counseling, Social Work, Business, and Religion, as well as adding additional academic departments.

Tuition for Continuing Studies credit is determined on an annual basis with consideration given to average instructional costs based on University-determined adjunct payment fee, appropriate overhead charges, and current charges of state universities. Special charges, i.e., transportation for field trips, are included for specific courses as deemed necessary. In-service tuition charges are determined on an annual basis with consideration given to current charges of state universities as well as marketing and partnership considerations. Additional charges may be added to specific courses to cover expenses unique to that course. No tuition refunds are given for professional development courses.

Prior to the approval of special learning activities, programs, or courses to be administered through Continuing Studies, the school or department that is recommending such action must engage in a feasibility study that includes market identification, information and definition, proposed service and personnel, materials and support, and a proposed budget. Upon approval by the department chair, school dean, and the Director of Continuing Studies, an implementation process is initiated. In this process, the proposing school prepares a preliminary course schedule, conducts a market study, and prepares a budget with specific projections regarding expenses and revenue. If the program is approved by the University, these projections, along with assessment and other data, provide the basis for program evaluation.
Each offering of a Continuing Studies course must be approved in advance by the University. Repeat Continuing Studies courses can be initiated by submitting a Course Request Form and a syllabus to the EUS office to be approved by the Director of EUS. New Continuing Studies courses can be initiated by submitting a Course Request Form (Exhibit 2.G.3), a syllabus, and an Adjunct Faculty Application (Exhibit 2.G.4) to the EUS office. All new course proposals must be submitted for review and approval six weeks in advance of the first course session and must be approved by the appropriate academic department and school dean, and the Executive Director of EUS. Once the course approval process is completed, the instructor, department chair, and school dean are notified.

The evaluation of nontraditional courses offered by NNU is handled in a similar manner as traditional course evaluations. The evaluation is distributed to each student for completion prior to or at the last course session and must be returned to the department chair or the Director of EUS, as appropriate. The evaluations are compiled and are made available anonymously to the instructor in a timely manner after course grades are submitted.

Home Study courses have an evaluation on their CDs to be completed by the student following completion of the course. The student responds and the evaluation is sent to Virtual Education Software Incorporated (VESI). VESI compiles the evaluations and provides NNU with a printout of the evaluations for the courses offered (Exhibit 2.G.5).

In recent years, the University President has encouraged NNU to become a global learning community. This has led to an increased interest in study tours. In order to ensure that the same academic standards as traditional course work are met, the planning and approval of curriculum, as well as the approval of faculty members leading the study tour are initially done by the academic department and school sponsoring the program. Budget planning for a tour program is done in conjunction with the Director of EUS. The program must generate enough funds to cover all costs for the program. The level of staffing must be justified by the educational objectives of the program and in line with University policy. Faculty salaries for study tours in a given calendar year are set at the same level as Summer School salary rates for the Summer School of that calendar year.

Non-Credit Programs and Courses (2.H.1-3)
The Center for Professional Development provides non-credit programs and courses for working adults. Programs offered include the Church of the Nazarene’s Ministers’ Course of Study Online and the Electrical Apprenticeship On-site and Online. The Course of Study Online is ministerial training, which includes 24 modules (courses) provided by the Clergy Development Office of the Church of the Nazarene. The Electrical Apprenticeship On-site and Online program prepares individuals for industrial, residential, and commercial electrical journeymen positions, as well as for successful completion of the State of Idaho Journeyman Licensing Exam. The curriculum consists of four sections and is approved by the State of Idaho.

In addition to these two programs, the Center for Professional Development also provides individual courses for a variety of clients. The topics for these courses include community education, personal improvement and professional development, and standardized or customized apprenticeship classes for businesses and individuals. Specific courses available include paralegal, first-time home buyers, computer training, train the trainer, and capacity management and topical seminars for pastors, counselors, social workers, and business professionals.

Non-credit offerings are generated by the requester and the Continuing Studies coordinator at the departmental level. The approval process for non-credit programs and courses is the same as for credit programs and courses and requires approval from the sponsoring department and the Director of Continuing Studies. The policies and procedures for the administration of non-credit offerings are approved by an academic
faculty council appropriate to the level of the offering—either the Academic Council Undergraduate or the Graduate and Continuing Studies Council.

All institutional records are kept in the administrative computer system under the direction of the Registrar. The processes and procedures for academic records are centralized in the Registrar’s Office. The procedures used to record, process, and implement the institutional record system are advised by the appropriate program director and assistant as part of the EUS Unit.

Continuing Education Units (CEUs) are planned, approved, delivered, and evaluated in essentially the same procedure as credit courses. The CEU is offered and recorded in 10-hour blocks in 1-hour increments. They are recorded in the Registrar’s office on non-credit transcripts that are sent out at no charge on request by the student.

The growth that occurred in the professional programs is documented by Tables 2.H.1-2. Table 2.H.1 indicates the significant growth experienced by the professional programs in the number of courses, number of unduplicated students, total number of registrations processed, and the total number of credits offered for each of the past four years. Table 2.H.2 shows the growth of Continuing Studies in terms of the revenue of each category by the school year between 2000-01 and 2004-05. The Tables also demonstrate the more variable nature of Continuing Studies revenue when compared to traditional undergraduate programs.

Continuing Studies is serving an ever-expanding geographical area that accounts for much of the growth. While Continuing Studies in Education accounts for the majority of the professional enrollment, Continuing Studies is working with various departments across campus to offer professional development for other disciplines.

### Analysis and Appraisal

Since the last accreditation visit, many changes were made to provide Continuing Studies with an appropriate academic calendar, school and department structure, and technology

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Courses</th>
<th>Unduplicated Students</th>
<th>Total Registrations</th>
<th>Total Credits</th>
</tr>
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<td>2001-02</td>
<td>788</td>
<td>5,872</td>
<td>10,108</td>
<td>14,397</td>
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<tr>
<td>2002-03</td>
<td>906</td>
<td>6,425</td>
<td>11,153</td>
<td>13,849</td>
</tr>
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<td>2003-04</td>
<td>1,239</td>
<td>8,168</td>
<td>15,032</td>
<td>17,780</td>
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<td>2004-05</td>
<td>1,430</td>
<td>8,234</td>
<td>14,770</td>
<td>16,575</td>
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Table 2.H.1 Continuing Studies Comparison Report from 2001 to 2005

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</thead>
<tbody>
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<td>Cont. Studies in Education</td>
<td>$582,184.44</td>
<td>$559,852.95</td>
<td>$639,272.50</td>
<td>$804,202.85</td>
<td>$908,664.00</td>
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<tr>
<td>Cont. Studies in Business</td>
<td>$9,107.48</td>
<td>$35,925.55</td>
<td>$57,716.00</td>
<td>$55,827.49</td>
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<td>Cont. Studies General</td>
<td>$94,050.00</td>
<td>$100,655.00</td>
<td>$39,815.00</td>
<td>$30,106.50</td>
<td>$31,664.00</td>
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<tr>
<td>Summer School</td>
<td>$77,132.50</td>
<td>$182,972.60</td>
<td>$313,515.00</td>
<td>$301,204.00</td>
<td>$213,249.00</td>
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<tr>
<td>Concurrent Credit</td>
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<td>$40,780.00</td>
<td>$57,750.00</td>
<td>$113,025.00</td>
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<tr>
<td>Express Education</td>
<td>$20,960.00</td>
<td>$17,965.00</td>
<td>$7,017.00</td>
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<tr>
<td>Study Tours</td>
<td>Included in Continuing Studies General</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,035,474.42</strong></td>
<td><strong>$920,186.10</strong></td>
<td><strong>$1,129,028.50</strong></td>
<td><strong>$1,322,330.84</strong></td>
<td><strong>$1,410,630.00</strong></td>
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</table>

Table 2.H.2 Continuing Studies Annual Revenue from 2000-2005
capabilities. Continuing Studies moved forward with definition, programming, and capacity to connect with the University’s constituents and fulfill its mission and vision. Continuing Studies collaborates within the framework of the school and department structure of the institution and delivers appropriate offerings in accordance with the University’s vision and mission.

Major changes also occurred in the area of marketing and public relations. These include the addition of a Marketing Coordinator, personal representation at professional conferences, fairs and exhibits, and increased travel by coordinators to provide consulting opportunities to potential customers and improve service to existing customers.
Standard 2 – Appendices, Exhibits, and Tables

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2.1 Average Institutional Academic Expenditure per UG FTE
2.2 Academic Expenditure per Undergraduate Tuition Dollar
2.3 Summary of Academic Assessment Plan
2.4 Registrar’s Office Faculty Advising Training Strategies

Exhibits
2.A.1 Campus Master Plan
2.A.2 President’s Report to the Board of Trustees, March 2004
2.A.3 Faculty Early Retirement Option
2.A.4 Fulfilling the Promise: NNU at One Hundred
2.A.5 2001-2006 Academic Budget Summary
2.A.6 Program and Departmental Catalog Text and Web Descriptions
2.A.7 Undergraduate Course Syllabi
2.A.8 New Program Proposal Form
2.A.9 2005-06 New Program Proposals
2.A.10 Academic Program Review Form
2.A.11 Academic Program Reviews
2.A.12 2006-08 Undergraduate Catalog
2.A.13 2006-08 Graduate Catalog
2.A.14 Policy for Program Change

2.B.1 Admissions Survey
2.B.2 Registrar’s Office Survey
2.B.3 Student Satisfaction Inventory
2.B.4 University of Washington Course Evaluation System
2.B.5 2005-06 Course Evaluation Summaries

2.C.1 2005-06 Undergraduate Catalog
2.C.3 A Context for Planning: 2002-2005

2.D.1 Graduate Course Syllabi
2.D.2 2005 Counseling Alumni Survey
2.D.3 Graduate Program Self-Studies
2.D.4 Graduate Program Accreditation Processes

2.E.1 Faculty Handbook, Chapter 7, Section XXV, Subsection A
2.E.2 Graduate Faculty Vitae
2.E.3 Program Review Schedule

2.F.1 Graduate Program Brochures
2.F.2 Faculty Handbook, Chapter 7, Section XIV

2.G.1 Summer School Course Schedules
2.G.2 2005-06 Concurrent Credit Course Offerings
2.G.3 Continuing Studies Course Request Form
2.G.4 Adjunct Faculty Application
2.G.5 VESI Course Evaluations
EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Tables
2.B.1 CAAP Exam Percentile Rankings
2.B.3 ETS Major Field Test Scores
2.B.4 Aggregate University Course Evaluation Information 2002-2005
2.D.1 Master of Arts in Religion Graduate Survey 2004-06
2.H.1 Continuing Studies Comparison Report
2.H.2 Continuing Studies Annual Revenue
EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

UNDERGRADUATE AND GRADUATE PROGRAMS BY SCHOOL

NNU made the transition from an organizational structure of divisions to schools in coordination with the move to University status in 1999. Initially, the six divisions (Fine Arts, Language and Literature, Mathematics and Natural Science, Philosophy and Religion, Professional Studies, and Social Science) were assigned to four schools: the School of Academic Resources; the School of Applied Studies; the School of Arts, Humanities, and Social Sciences; and the School of Health and Science. In 2002, the School of Applied Studies was split into three schools (the School of Business; the School of Education, Social Work, and Counseling; and the School of Theology and Christian Ministries) to create a total of six schools. At the end of the 2005-06 academic year, the School of Academic Resources was eliminated from the existing school structure and the departments within the school were assigned new reporting structures within the academic sector and a new Academic Administrative Council was established to ensure that the Library, Information Technology, and the Office of the Registrar, as well as the academic schools are appropriately represented in academic decision-making. These departments of Academic Advising and Testing, Academic Support Center, Career Center, Information Services, Library Services, Media Services, and the Registrar’s Office are discussed in further detail in Standards Three and Five. In addition, the ROTC (Military Science) Department was assigned to the School of Health and Science, and the Applied Studies and Liberal Studies majors were assigned to the School of Arts, Humanities, and Social Sciences.

The following school summaries contain a synopsis of the undergraduate and graduate programs offered within each school. These summaries are designed to show the degree to which departments and their associated programs are achieving their stated missions and objectives.
SCHOOL OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

Purposes and Outcomes
The School of Arts, Humanities, and Social Sciences (AHSS) provides the majority of the liberal arts courses that serve as the core of the General Education (GE) Program at NNU. Through its various academic programs, the school intends to develop in students the “habit of mind” essential for transforming themselves, transforming the world they inhabit, and for formal study beyond the undergraduate degree. While each department within the School of AHSS identifies purposes focused on its unique area of study, they all profess a commitment to student learning and to the broader purposes of the University—the development of Academic Excellence, Christlike Character, Social Responsiveness, and Creative Engagement.

Description of School
The School of AHSS contains seven departments: Art, Communication Studies, English, History and Political Science, Modern Languages, Music, and Psychology; and two programs: Liberal and Applied Studies. The departments understand and accept with pride the role of providing 47% of the credits in the GE curriculum, and just over 40% of the total undergraduate credits. More students (36%) identify majors in the School of AHSS than in any other school on campus.

Beyond the contribution to the GE Program, the departments in the School of AHSS offer numerous courses that service the requirements of many non-AHSS campus majors. Departments from other schools requiring such service courses include Education, Biology, Chemistry, Social Work, and Religion. As an example of such service courses, Communication Studies provides 10 courses required for three academic programs in the Department of Religion alone.

Additional courses contribute in a variety of campus endeavors. Art, Communication Studies, English, History, Music, and Psychology contribute 22 courses to the STEP Program, an accelerated delivery program offered through the School of Business. In addition, the same departments deliver 75 concurrent credit course offerings for high school students through Extended University Services. Faculty members in the school also direct and do the majority of the teaching in the Freshman Honors program.

The School of AHSS currently employs 23.5 FTE faculty members, which reflects a reduction of 2.5 and will drop to 22.5 FTE when the full 3.5 FTE reductions due to the Academic Program Prioritization Process is complete compared to 29.5 FTE 10 years ago. The school employs 48 adjunct faculty and community learning affiliates, 3 full-time staff, and 20 student assistants in its seven departments. Of the regular faculty members in the School of AHSS, 80% hold terminal degrees, and 60% hold doctoral degrees. The turnover rate for faculty is notable in some areas. The four-person art faculty experienced a complete turnover in the past 10 years, and the Department of History and Political Science saw transitions in three of its four faculty positions in the last decade. Despite such anomalies, the faculty members of the School of AHSS give a colossal investment of time, attention, and care to NNU.

Due to the wide range of departments in the School of AHSS, personnel are spread among six campus buildings. In a decade marked by new buildings on campus, the Departments of Art and Music are the only constituents of the School of AHSS to enjoy the regular use of a major new facility, the Brandt Center. While over half of the faculty offices are located in the Wiley Learning Center, many of the departments continue to function in older buildings that present regular maintenance challenges such as leaking roofs and inadequate heating and air conditioning systems.

Analysis and Appraisal
Given their role in the GE curriculum, it is not surprising that faculty from the School of AHSS were leaders in the drafting of the four
University outcomes, and that they understand the value of what they envision and are committed to ensuring that each course contributes explicitly to its realization in the students they serve. Currently, the four outcomes appear in most syllabi and progress is being made toward identifying how specific assignments and exercises contribute to specific outcomes. Assessment of the contribution to the realization of the institutional outcomes at the course and departmental level, while occurring in some courses and departments, is still in the developmental stages in terms of being school-wide and formal in its execution.

Across the school, departments recognize the quality, production, and effectiveness of faculty members as their strongest assets, and in particular, their commitment to the delivery of a challenging educational experience for each individual student. The School of AHSS faculty members are well-educated; active in their professional spheres; and engaged with students in the learning process. Some feel overworked and many teach overloads.

The departments report success of major and general student graduates. Alumni surveys conducted over the past decade indicate high levels of professional achievement, graduate and law school admission, and community impact. Likewise, the number of student majors moving through the departments’ curricula to graduation is noted as a positive indicator.

Integrity to departmental and University mission is high as well. Academic Excellence, Social Responsiveness, Creative Engagement, and Christlike Character are identified by the departments not only as intentional objectives, but as demonstrated virtues. Student activities (both curricular and extra-curricular), assessed academic performance, and artistic performance provide evidence that students are achieving institutional outcomes.

Student participation in activity offerings such as drama, forensics, music ensembles, and clubs is high. A high number of students participate in both classes and activities in Music and Communications for no academic credit, asserting that their academic credit loads are at a maximum (19 credits/semester), and that they do not want to pay extra tuition for the credit.

Art saw an increase in faculty, from two in 1996 to four in 2006, but reports continuing needs in technology support. As the University has made adjustments to address low undergraduate student-faculty ratios, programs in Communication Studies, English, Music, and Psychology are losing full-time faculty positions that will, in some cases, increase the use of adjunct faculty, a cause of concern to the affected department chairs.

Assessment procedures, which were recommended broadly in 1996, were implemented in most sectors. Student evaluations became standard data for faculty and administrative review. Peer evaluation processes for faculty were established and executed, and program review cycles are in place.

Programs in Art, Communication Studies, and Music report significant progress toward technology-based curricula. Art dramatically expanded its Macintosh-powered graphics lab; Communication Studies introduced majors and minors in Mass Media and equipped its expanded studio space with digital cameras and computer editing stations; and Music expanded and networked its MIDI lab, and is offering a new Commercial Music emphasis beginning in 2006.

The following pages provide a description of each of the School’s programs. Additional information about each program may be found in the exhibits and in the University’s Undergraduate Catalog.

DEPARTMENT OF ART

Purposes
The Department of Art is firmly committed to the concept of providing diverse, high quality art-related experiences within the framework of Christian education. It is the intent of each art professor to demonstrate Christlike Character to
his/her students in order to stimulate the  
inculcation of similar behavior within each one 
of them. The curriculum aims to provide 
students with fundamental experiences in the  
visual arts and to develop visual awareness, the  
ability to make aesthetic judgments, and an  
appreciation for art forms in every day life.

The Department of Art is committed to 
providing art majors with: (1) an appreciation 
for and understanding of historical and  
contemporary art history and theories; (2) a  
sufficient level of diverse art activities to 
enhance their technical and artistic skills in 2-D 
and 3-D studio proficiencies; (3) the opportunity 
for overseas study; and (4) sufficient education,  
 advisement, and training to become “God’s 
creative and redemptive agents in today’s  
world.”

Description 
The Department of Art offers the Bachelor of  
Arts degree in art with concentrations in  
Drawing and Painting, Sculpture, Graphic 
Design, and Art-Education, as well as one  
general minor. The GE curriculum requires all 
students to take an art or music history course, 
and most enroll in the AR 101 Survey of Art and  
Music course that is frequently tandem-taught  
with a team of art and music faculty. Many non-
majors take art courses either as a requirement 
or elective for their major or as an exploratory 
elective. The department faculty members also  
serve the nontraditional program in business  
(STEP) with an evening AR 119 Introduction to  
Visual Arts course and supervise concurrent  
credit courses in several high schools. For the  
past two years, NNU art education majors  
worked directly with Nampa High School  
special education students.

The strength of all NNU art programs lies in the  
individual abilities of the art faculty. There are 
four full-time faculty members: one in graphic 
design; another in graphic design and  
photography; one in sculpture, ceramics, and art-
education; and one in drawing and painting. The  
department currently serves 46 majors, a number  
that has grown the past few years, especially in  
graphic design.

The Department of Art is housed primarily in 
the basement of the Fine Arts Building. “The  
Loft,” studio space on the third floor, houses  
painting and drawing classes. The  
ceramics/sculpture studio is housed next door to 
the Fine Arts Building in the converted steam 
boiler plant. Storage is at a premium, and cross-
contamination is an ever-present concern.

The Macintosh computer lab is the hub of the  
NNU graphic design program. The Mac lab is 
made up of 16 Macintosh computer work 
stations, a server, a black and white laser printer, 
a color laser printer, and a large format color 
inkjet printer. These computers are part of a  
three-year lease agreement with Apple 
computers.

Significant Changes  
During the last 10 years, the Art faculty  
experienced a complete turnover, bringing new 
vitality and majors to the department. Ten years 
ago, the Department of Art had two full-time  
faculty members and several adjunct faculty 
members who amounted to a third full-time  
position. Today there are four full-time faculty 
members ranging in length of service at NNU 
from one to nine years.

The chairs in Art and Music are working to  
ensure that the resources of the combined  
department are equitably spread in the transition. 
Plans for a new computer lab to be shared by the  
two departments are an example of positive 
synergy.

Analysis and Appraisal  
Since the last accreditation visit, the NNU Art 
Program experienced a complete turnover in  
staff, a dramatic increase in enrollment,  
expansion of its physical facilities, the addition  
of a Graphic Design emphasis, and subsequent  
revision and streamlining of its three  
concentrations. The greatest strength of the  
program is its faculty who work conscientiously 
to keep the department current with trends in the  
marketplace.

The separation of the Art program from the 
Department of Art and Music took place prior to 
the 2006-07 academic year. The Art program
has not had its own budget since Art and Music joined. The greatest challenges of the program are financial resources for equipment, clerical help, lack of scholarships, and space constraints. There is no line in the budget for repair and replacement of equipment (other than computers). It is difficult to attract and retain excellent students without scholarship money, and the department has few scholarships to offer its students. The Art program is affected negatively because of its facility. Overcrowded basement classrooms are an obstacle to learning, particularly for visually-oriented students. Limited repair and replacement of equipment took place (ceramics studio, for instance).

The Department of Art will now be responsible for its own budget and will be seen as a separate entity at the University. This change presents a giant and generally positive challenge to the department. Many potentially difficult questions about budgets, leadership, administrative help, etc. are being answered, and equitable sharing of secretarial help will need to be monitored, but overall this is an exciting challenge for the department. The program will undoubtedly grow stronger and more responsive to student needs, but accommodating increased enrollments in entry-level courses will continue to be a challenge.

The issue of increased technology was satisfactorily addressed by the administration—the Macintosh lab increased from 3 computer workstations to 17 to keep pace with growth in that area. A continuing contract for both Macintosh hardware and software became a permanent budget line item in 2003. The most pressing need of the NNU Art program is in the area of technical support for the Macintosh computer lab, currently handled by a student.

Preliminary discussions are underway to explore the feasibility of establishing a single Macintosh lab that could serve the needs of three existing NNU programs: (1) the Art program’s graphics lab; (2) the Music program’s MIDI lab; and (3) the Mass Communications’ video editing lab. The three faculty members representing those areas are in agreement that such a move would maximize the cost effectiveness of the institution’s commitment to technology.

Despite the fact that the NNU Graphic Design program is relatively new, initial employment reports of graphic design graduates is excellent. Unlike many newly minted design students, the majority of NNU graphic design graduates are starting their professional careers in middle tier positions. Some started their own firms and manage several employees. Several students enrolled in graduate school and are consistently rated at the top of their graduate classes. By maintaining contact with graduates, the department is able to understand their needs and how it can better serve the next generation of designers. The Art-Education program is very successful in placing its graduates into teaching positions within the Treasure Valley area.

DEPARTMENT OF COMMUNICATION STUDIES

Purposes
The Department of Communication Studies strives to enhance understanding of human behavior through listening, critical thinking, speaking, performing, and media communication. The faculty is committed to educating, training, advising, and encouraging Communication Studies students to use developed skills in acting, writing, producing, directing, speaking, forensics (individual speech events and debate), overseas studies, and community involvement as “God’s creative and redemptive agents in today’s world.” Specifically, the Mass Communications major teaches the roles that media now play, and prepares students to work in the media industry or pursue graduate study in related fields. The Public Communication major teaches the roles that public speaking, performance, and relationship issues play; trains students to lead in industry (public administration, the behavioral sciences, or the media); or prepares students to pursue graduate study in the field.

Description
The Department of Communication Studies offers two majors: Mass Communications and
Public Communication, and two minors: Drama and Media Production. Until the 2006-07 academic year, two courses were offered for the GE Program: CO 131 Performance of Literature (once per year) and multiple sections of CO 121 Fundamentals of Speech. In the new GE Program, CO 121 Introduction to Public Speaking will be a required two-credit quad course. In addition, a speech proficiency exam option is available. The department currently offers 14 courses as service to five other major departments. The department offers two primary activities for students: forensics competition (speech and debate) and drama (fall play and readers’ theatre).

The department serves 56 majors (31 in Mass Communications and 25 in Public Communication). There are currently three full-time faculty members: one in Mass Communication who holds the M.A. degree, and two in Public Communication, one with the Ph.D. and the other with the M.A. degree. In addition, three to four adjunct faculty members teach courses in the department each year, primarily in Fundamentals of Speech and CO 212 Drama Activities (Fall Play). The department has one student assistant for eight hours per week and about six hours per week of a shared full-time secretary who services three other departments as well.

Faculty offices are located in a three-office suite with a desk and computer for the student assistant, located on the second floor of Wiley Learning Center, the main campus classroom building. The primary facilities for the Mass Communications program are located in the basement of the Wiley Learning Center that includes laboratory space and video and audio-editing suites (“The Bungalow”), an equipment storage room (“The Cage”), and a production studio and control room. In addition, drama has a small storage room on the first floor of Wiley Learning Center, a storage room in the basement of the Admissions Welcome Center, and a drama shop for set construction in an outbuilding behind the Science Building.

**Significant Changes**

Since the 1996 Accreditation Report, the department underwent significant change, but continues to have three full-time faculty members: one faculty member is responsible for Mass Communications and two are responsible for Public Communication and activities (competitive forensics and drama). The department changed its name from Speech Communication to Communication Studies. The major in Speech Pathology and Audiology was dropped in 1997. The major in Speech Communication-Education was dropped and redesigned as a second teaching field (minor) only. The new major in Mass Communications was started in 1998. Five minors in Drama, Film Studies, Media Production, Speech Communication, and the redesigned Communication Studies-Education were added; however, these were trimmed back to two, Drama and Media Production, for the 2006-07 academic year.

Partly in response to a recommendation from a previous accreditation team, a revision in curriculum added CO 461 Communication Research. The course addresses various communication theories and applies those theories to related topics, research designs and methods, and culminates in a student paper or research project.

**Analysis and Appraisal**

As a result of the enrollment growth in Mass Media and decline in Public Communication, and the elimination of one faculty member by the fall of 2008 due to the Academic Program Prioritization Process, the Department of Communication Studies is in a time of transition. Expected changes may include offering one major, Mass Communication, and a minor in Public or Interpersonal Communication. The department is carefully planning to ensure the quality of the curriculum after some courses are eliminated, the availability of staffing to continue activities like drama and forensics, and the adequacy of funding for program support in Mass Communications.
The greatest strength of the department is its desire to serve students through the means of communication. The quality graduates, current majors, and very successful forensics program demonstrate the strengths of the faculty and the department.

Over the past five years, the number of majors in the department has remained at an average of 42 to 43, with growth in the Mass Communication major and a decline in the Public Communication majors. The number of majors and course enrollments significantly underrepresent the impact of the department on the students of NNU and the workload of the faculty. Fall and spring plays, readers’ theatre, and forensics, including competitive speaking and debate, all offer opportunities for students from departments across campus. Many students participate without signing up for credit. For instance, less than half of the 50-60 students participating in drama activities register for credit. All of these activities require high levels of faculty time and energy to plan, administer, and carry out.

The impact of the Mass Communications program on NNU and the community is significant. The “Viet Nam Moving Wall Memorial” project (2002) in which Mass Communications students prepared a videotape and DVD, was packaged for commercialization and aired on KTVB Channel 7 (local NBC affiliate) four times. In addition, the “Living Christmas Tree” (2002), “Idaho Family Christmas” (2003), and “Idaho Christmas” (2004 and 2005) were prepared by Mass Communications students, aired on KTVB-Channel 7 and rebroadcast multiple times on Northwest Cable, reaching over 1.2 million households. These activities have and should continue to provide great public relations and recruiting for NNU and important experience for the students. Recent recognition by the Religious Broadcasters Association for student work, national recognition for the “Vietnam Wall” video, and various other projects demonstrated the potential of this program. However, this now regionally and nationally recognized program will continue to be dynamic only through continued support of staffing and finances.

The operating budget covers normal department office needs. The department aggressively sought donations from alumni to underwrite travel expenses for the forensics program (five to six regular season tournaments and one to two national events) in spite of budget reductions over the past five years. Continued donations cannot be relied upon for consistent budget needs. The situation is similar with the Public Performance/Drama budget: declining institutional support with donations from alumni and ticket revenue sustaining the program. Major challenges facing the department include basic costume upkeep and replacement, lighting revisions in the Science Lecture Hall, and long-term curtain replacement/upgrade. The department’s most expensive equipment needs are predominantly in the area of Mass Communications where new and replacement technology is essential to the program’s effectiveness. Recent institutional purchases have included video-editing systems, digital cameras, and lighting systems. Donations have added a studio set, studio cameras, and a grip van.

**DEPARTMENT OF ENGLISH**

**Purposes**
The Department of English offers students (both its majors and general education students) an opportunity to experience representative American, British, and world literatures; to discover and develop an appreciation of ideas and values; to cultivate critical thinking; to develop a knowledge of the English language and its operation; and to strengthen writing skills. The department prepares majors and minors for a variety of careers that require literary as well as broad liberal arts knowledge, communication skills, creative and critical thinking, and educational preparation. The Department of English also provides key components of the General Education Program to the entire NNU student body. The department’s objectives are for students to be able to: (1) write clearly, persuasively, and
creatively; (2) read works of literature and theory with critical understanding; (3) identify significant authors, central texts, and major periods in literature; and (4) have knowledge of the operations of the English language.

**Description**
The department offers majors in English and English-Education and minors in Literature and Professional Writing. Service courses (about 25 sections a year) specifically required to meet GE requirements include EN 102 English Composition, and EN 202 Research Writing and Critical Thinking. The entire literature curriculum (22 courses) can be used to fulfill the GE requirements for literature. In addition, specific departmental courses are required for majors in four other departments.

The department serves 18 English majors and 17 English-Education majors with four full-time faculty members: two of whom hold Ph.D. degrees, one in English and one in American Studies; the other two have M.A. degrees in English. Collectively, these faculty members bring almost 70 years of undergraduate teaching experience to the classroom.

The department’s adjunct faculty members come with a variety of skills and backgrounds. Two of the three adjunct faculty members have master’s degrees, and the third is months away from completing a master’s degree in English. The department shares a half-time secretary with two other departments and employs student workers for about 25 hours per week.

The Department of English is located on the second floor of the Wiley Learning Center and is housed in an eight-office suite. The student teaching assistants use one office, and the outer office area contains couches and chairs for informal meetings. The outer office area also provides a pleasant place for students to congregate, relax, and study.

The Department of English has a growing collection of DVDs and CDs to enhance the learning experiences of the students, and also has a lending library of approximately 200 books for student use.

**Significant Changes**
Since 1996, the department lost two full-time teaching positions. Two faculty members retired and one moved to another institution. Two of those three positions were filled, but the recent Academic Program Prioritization Process cut a full-time position leaving the department with four faculty members. The equivalent teaching load of one full-time faculty member was taught by adjuncts since the fall of 2001. While the department is relatively fortunate with the performance of adjunct faculty, there is a common perception that the students would be better served with another full-time faculty member who can be deeply involved with the campus and with students.

The move from the quarter to semester calendar, and more recently the Academic Program Prioritization Process that required a cut in the number of course offerings in order to reduce the department’s richness ratio, required some reorganization of the curriculum and reduction in the number of courses. The junior/senior project became a requirement for all English and English-Education majors, and the students produced excellent senior projects in literary criticism and creative writing; however, this requirement was eliminated in the 2006-08 Undergraduate Catalog.

Several years ago, due to a reduction in staffing, the department cut the service course, EN 100 Basic Writing, designed for significantly under-prepared students. However, the course was reinstated and three sections offered per year to meet the needs of provisional students admitted in the past three or four years.

**Analysis and Appraisal**
The department is working to understand its place in the University and to develop ways to keep the major strong while serving the increasing needs of the University’s GE program. The department is adjusting to the challenges of the loss of a faculty position due to the Academic Program Prioritization Process and of major course offerings, like creative writing classes, and the increasing reliance upon adjunct faculty.
Many of NNU’s traditional liberal arts programs seem to have experienced a slump in the number of their majors over the last 10 years or so. There are probably many reasons for this, but at least one reason seems to be that the departments and the institution have not been creative or proactive enough to communicate to students the value of being liberally and broadly educated. The department needs to be more deliberate about how it communicates to current and prospective students the strength that a major in English can bring to their lives and to their careers.

The department is currently proposing, with support from the administration and the Board of Trustees, a journalism major that will include a few core courses and internship through the Department of English and a strong component of liberal arts courses (history, political science, economics, etc.). A new faculty person would be hired in the Department of English based on a pro forma agreement that would specify target numbers for new-to-NNU students and declared majors in journalism. The new person in journalism could teach four of the seven freshmen and sophomore writing courses that are currently being taught by adjuncts.

**DEPARTMENT OF HISTORY AND POLITICAL SCIENCE**

**Purposes**
The Department of History and Political Science seeks to help students acquire academic expertise in their respective majors and to develop their skills of critical analysis and research, creativity, and communication consistent with a liberal arts education. The department seeks to develop scholar-servants who are enlightened and engaged citizens, and who display a Christlike passion to promote justice, seek peace, and pursue tolerance in their communities. The department also strives to promote learning as a lifelong skill, one that can assist students not only in applying their talents professionally, but also provide them with a deeply-rooted sense of personal comfort (or appropriate discomfort) throughout their lives.

The mission of the Department of History and Political Science is enveloped by the University’s mission; the Department recognizes, appreciates, and actively pursues “both intellectual and spiritual development” within a Christian and Wesleyan framework, central to which is the explicit and firm assertion that sound scholarship and deep piety are inseparable.

Each faculty member is committed to instilling in students (majors and non-majors alike) a necessary and proper historical consciousness and an astute commitment to justice and peace that will enable (if not require) them “to become God’s creative and redemptive agents in today’s world.”

**Description**
The Department of History and Political Science serves 20 majors in Political Science, 8 in International Studies, 14 in History, and 12 in Social Science and History-Education. Minors are offered in History, Political Science, and Criminal Justice (jointly administered with the Department of Psychology and Sociology). The department plays a critical role in NNU’s GE Program, especially in terms of a history component required of all undergraduates. The recently-adopted GE model includes a freshman-sophomore tandem of courses in U.S. and World History. In addition, students can select various courses in Political Science to satisfy social science requirements.

The department assists other departments and majors on campus through its faculty’s engagement with the Freshman Honors program and the STEP program for working adults pursuing their undergraduate degree through the School of Business.

The department has two faculty members in History and two in Political Science, all of whom hold Ph.D. degrees. One History faculty member teaches non-U.S. history courses and specializes in early modern, modern, church, and European history and, in recent years developed courses in modern Japan and modern China. The other, who joined the department in the fall of 2006, teaches American history. One
Political Science faculty member has emphases in American public policy, political theory, and constitutional law; serves as the pre-law and principal scholarship (Rhodes, Fulbright, Boren, etc.) advisor; and assists students with off-campus study in the U.S. The other has expertise in international relations, comparative politics, and American foreign policy, along with international human rights law and intelligence-security studies and serves as the principal advisor for students who study off-campus in international venues from Cuba to China. Both teach in the Freshman Honors program. The department has a half-time departmental secretary and two student assistants.

The department is located in Elmore Hall where there is adequate office space, room for the departmental secretary and student assistants, and two convenient, well-equipped classrooms.

**Significant Changes**
Change, or transition, seems to have become its own life force in recent years, both within the department and campus wide. In the last 10 years, three new faculty members joined the department upon the retirement or resignation of previous faculty. The Criminal Justice minor was added. New courses were developed, old ones revised, and several dropped from the Undergraduate Catalog to meet the richness ratio demanded by the Academic Program Prioritization Process.

**Analysis and Appraisal**
The department faces challenges not unlike those faced by some other departments on campus, and especially those in the School of AHSS. Living in a largely consumer-driven, materialistic, bottom-line focused society, faculty in the department are frequently asked, by voices of either fear, frustration, futility, or just ignorance, “What can I do with this major?” An attempt is made to focus the student’s attention to the question, “What will this education do to me rather than for me?”

The strength of the Department of History and Political Science is its faculty, but there is anxiety about maintaining the ability to retain faculty, attract faculty and students, and continue to be creative intellectually and pedagogically. The faculty members are effective, challenging, and inspirational when it comes to teaching. Course evaluations indicate that the History and Political Science faculty do well in the classroom. The faculty members are accessible to students, the major and the general student.

The program and personnel review processes were strengthened in the past decade. The department completed a program review in 2005-06, and all faculty members undergo the prescribed, regular personnel review for faculty on both one-year and continuing contracts.

Each of the faculty members attend and participate in professional conferences annually and likely would do more if additional money were available. Two faculty members recently spoke at the annual Idaho Council on History Education conference and each was invited back; one is writing a book on a landmark United States Supreme Court case and received a major research grant from the Idaho Humanities Council; another spoke at the Midwest Political Science Association’s annual conference in Chicago and had the paper accepted for publication in a professional, peer-reviewed journal; another attended a Patristic conference in Chicago, published a book review on Christian-Muslim relations in the Christian Scholar’s Review, and worked with a colleague on campus on a joint project concerning Jane Addams, social work, and social justice in the U.S.

History and Political Science graduates clearly do well upon graduating from NNU. The acceptance rate for department students applying to law school is approximately 95%, and one law school in the Pacific Northwest regularly tells the pre-law advisor to send them more NNU graduates. In recent years students were accepted into law school at the University of Idaho, University of Oregon, Gonzaga University, Willamette University, University of Utah, Denver University, American University, Georgetown University, University of Maryland, and Arizona State University. Majors were
accepted (primarily for Ph.D. purposes) into Georgetown University, University of Idaho, Denver University, University of California, San Diego, University of Kansas, Kansas State University, University of Washington, and the University of New Mexico.

One of the requirements in the Political Science major is that students complete an internship, such as in a congressional office, law firm, business, or interest group. Often these opportunities lead to full-time employment. Idaho’s congressional delegation consistently hires NNU graduates, including some of the department’s majors, to work at district or state offices as well as in offices in Washington, D.C. Graduates are also working for members of Congress from their native states, such as Wyoming and Montana. Other graduates went into college and university teaching or private and public sector work in the United States and in other countries, such as Chile, France, Spain, Germany, and Canada.

The department’s limited scholarship funds include the Cooke and Qualls History Scholarships and the Helen G. Wilson Scholarship for International Studies. It should be a major initiative of the department, pushed vigorously by its chair, to increase the amount and kinds of scholarships majors in the department receive.

**DEPARTMENT OF MODERN LANGUAGES**

**Purposes**
The primary goals of the Department of Modern Languages are the conversational fluency, cultural awareness, and historical literacy of students enrolled in language programs. Modern language courses at NNU aim to expand student understanding of a range of cultural and historical themes, and programs of study focus on countries and cultures in which Spanish and French are the primary languages.

Throughout their studies, students gain a specialized knowledge of contemporary political, social, and economic issues in Spain, France, and Latin America; an understanding of the historical context in which contemporary events occur; and a high level of fluency in either French or Spanish, including written and oral competency.

Consistent with institutional goals and outcomes, the Department of Modern Languages incorporates into its courses notions of religion and faith as they relate to diverse cultures and cultural practices. Students in the department are asked to reflect upon ways in which their own faith and faith background affect their understanding of other cultures, and ways in which faith and religion affect individuals, family groups, and societies in countries where Spanish and French are spoken.

**Description**
The Department of Modern Languages offers majors in Spanish and Secondary Spanish-Education and a minor in Spanish. There are currently two students identified as majors in the Department (one in Spanish and one in Spanish-Education).

The core curriculum includes lower-division beginning and intermediate grammar courses in Spanish and French and upper-division topics courses in Latin American and Spanish studies, Hispanic civilization, composition and conversation, Spanish for business and nursing, linguistics, and phonology. On average, seven three- and four-credit courses are offered each semester. The second semester language courses and some higher level courses may be used to fulfill the GE requirement in cross-cultural competency.

There is one full-time faculty member who holds an M.A. degree in International Relations with an emphasis in Latin America and is currently pursuing a Ph.D. in Hispanic Studies. He lived and studied in Mexico and worked with monolingual Spanish-speaking clients at the Idaho State Department of Health and Welfare and the Idaho Migrant Council. One of the two regular adjunct faculty members has an M.A. in Spanish and has doctoral work in Spanish and Spanish Literature, taught in both the secondary and higher education setting, and grew up in Guatemala. The other regular adjunct professor
who teaches French, taught in the secondary school setting before teaching at NNU, and lived in France for more than 18 years.

The department is heavily involved in the local Hispanic community and serves a significant leadership role in the dream of and subsequent realization and construction of the Hispanic Cultural Center in Nampa. Travel groups to Mexico and Latin America for study and service projects are organized and carried out by the faculty of the department on a regular basis. In addition, an average of one or two students each year spends a semester or summer in language programs in Mexico and Latin America, facilitated by the department.

The department is housed on the second floor of the Wiley Learning Center, in two offices of a three-office suite. The department utilizes a part-time secretary who also serves several other departments. Language resources are available in the Riley Library, Media Technology, and in the department itself.

Significant Changes
During the past 10 years, NNU added the Spanish major, committing to hiring a second full-time faculty member and raise the department above strictly service status. After prospective faculty were identified but declined to come to NNU, the position was withdrawn in 2002. The long-term single member of the department retired early in 2004.

Analysis and Appraisal
The full-time faculty person, who has been at NNU for three years, is energetic and creative, and demonstrates strong leadership skills. However, he frequently teaches overloads while serving as the director of the first-year GE common course, Cornerstone, and is also currently working on his Ph.D. The heavy reliance on adjuncts is a concern to the department.

The department extended its already heavy involvement in the Hispanic community, bringing cultural events to campus (Cinco de Mayo, Dia del Muerto). In addition, much stronger collegial and working relationships with the language faculty members at Boise State University and the Albertson College of Idaho were secured.

The Spanish faculty member took nine students to Mexico during the summer of 2006 and jointly, with one of the art faculty, is planning a trip to Spain and Italy for the summer of 2007 that will carry both Art and Spanish History credit.

During the fall of 2004, the department developed a brochure for current and prospective students of the Spanish program. The brochure encourages students of all majors to consider adding Spanish to their coursework, either as an elective, or as a primary or secondary major. The department aims to raise the visibility of the program both on campus and within the local and NNU communities.

DEPARTMENT OF MUSIC

Purpose
The essential mission of the Department of Music is the development of Christian character and musical excellence in the creation, performance, and enjoyment of music. The Music program, by creating a Christian community of music scholars, is committed to providing an atmosphere conducive to service, commitment, and enthusiastic pursuit of this goal. The objectives of the department include the expectation that students will: (1) acquire important facts (knowledge); (2) comprehend and apply facts (understanding); (3) develop physical and intellectual abilities (skills); and (4) develop emotional maturity, responsibility, self-discipline, and self-motivation (attitudes).

Description
The department offers the Bachelor of Arts degree in Music-Education and Music, with available emphases including Applied Music (Piano, Voice, Instrumental, and Theory), General Music, Worship and Music Ministry (Church Music Leadership and Commercial Music), and Music-Education. Accreditation by National Association of Schools of Music (NASM) serves as an endorsement of the quality
of department programs. Minors are offered in Music and Worship and Music Ministry. The department serves 34 majors, including 11 in Music-Education.

There are five full-time faculty members in the department ranging in years of service at NNU from 8 to 31. All but one has a terminal degree (D.A., D.M.A., or Ph.D.) in his or her area, and the other has an M.M. The department employs some of the area’s finest professional musicians as private lesson teachers. A secretary on a 10-month contract serves both the Departments of Music and Art.

The Department of Music offers a strong introduction course, MU 101 Survey of Art and Music, team-taught by both Art and Music faculty. Private music lessons and ensembles are open to all general students.

The department is housed in a remodeled hospital that functions adequately, but the rooms are filled to capacity. New this year is an improvisation and recording lab, which includes recording and play-back equipment where students work on assignments and jazz combos. The Brandt Center Auditorium is used for large programs and the Science Lecture Hall and Emerson Auditorium are used for recitals and smaller ensemble programs. The University Library’s music collection is large and adequate, including a good quality and growing CD collection.

By special arrangement with a local music store and piano dealer, the department is given $250,000 of pianos to use free of charge each year. In exchange, a yearly piano sale on campus is open to the community. The pianos placed in the Fine Arts Building are rotated out during the sale.

**Significant Changes**

Over the past 10 years, the number of faculty members in the department was reduced from eight to five full-time positions with the most recent cut taking place this year through the Early Retirement Option as determined by the Academic Program Prioritization Process on the basis of the number of departmental majors (34) and its 12-year average student-faculty ratio.

In response to changes in student interest, the department has taken several positive steps in the past two years to increase the number of majors, course enrollments, and departmental student/faculty ratios. A high-energy voice teacher who is active in the Boise Valley music community, attracted dramatic growth in students majoring in Music with Applied Voice emphasis. The Worship and Music emphasis was restructured to reflect the needs of the denomination’s evangelical constituency and shows promise of high marketability. An emphasis in Music Technology was added, also shows great appeal and compliments the growing student interest in jazz, contemporary music, and commercial music.

New ensembles were developed to reflect the changes in culture. The department’s flagship vocal ensemble, The Northwesterners, was reformed into a high-visibility vocal/instrumental group, active in public relations performance, specializing in jazz, pop, and contemporary Christian styles. The Jazz Combo and Chamber Ensemble programs continue to grow with additional ensembles and student interest. The department expanded the jazz area by having a “community” jazz band that includes skilled students and highly-qualified community players.

In 2004-05, the stand-alone music lab was integrated into the school-wide network and plans are currently under way to combine the Art and Music computer labs into a new, larger lab with 16 Apple computers by January of 2007.

The department established the use of portfolios for all Music majors in order to track their progress. The portfolio check sheet includes: entrance exam, piano placement exam, piano proficiency, concert attendance, recitals, juries, student works, yearly assessment, exit exam, student teaching, PRAXIS exam, junior and senior year recitals, surveys, and GPA. The portfolios are maintained by the department secretary.
Analysis and Appraisal
The department is working hard to develop strategies to deliver quality classroom and ensemble experiences that will serve the institution and attract talented students as majors. The department faculty are creatively addressing the challenges of changing student interests, fewer full-time teaching positions in the department, and increased competition from other institutions, often in the form of higher scholarship offers. Activity scholarships, once helpful in attracting students to NNU to participate in the various ensembles, remained at $500 during the past 25 years, a period of continual tuition cost increases. A bequest this summer of $121,000 for music scholarships will have positive impact on this issue.

Within these constraints, however, the department developed programs and ensembles consistent with the interests and expertise of the faculty and responsive to the desires of students and potential students. The programs in vocal and instrumental music, particularly piano, are stable or growing. The reorganized, smaller “New Northwesterners” combines instrumental and vocal musicians who perform a repertory suitable for a very wide audience and is flexible enough to be a highly utilitarian performing, publicity, and recruiting group. Over the past few years, a number of jazz combos that perform on and off campus—including the community jazz band—were developed. The department’s relationship with the Intermountain Jazz Collective brings high school, college, and adult students together with a core of mentors to learn the rich heritage of the jazz tradition.

The Music Technology program provides a new major to prepare professionals to fill the growing number of jobs in the Christian community where basic technical audio skills and a solid foundation in music performance and theory are required. The major adds few new courses and does not make particularly high demands for new equipment or space. The few students who completed the course of study as an individualized major demonstrate the department’s ability to train highly competent and employable professionals.

Successful efforts developed a link between the Hispanic Cultural Center, the local Hispanic community, and the Department of Music. The “Music of the Americas” program provided an entertaining and scholarly insight into the musical traditions of the various cultures of Central and South America. The yearly concert includes opportunities for some students to rehearse and perform with a noted Latin American musicologist and performer.

Finally, the Church Music program, which has floundered for a few years, is being restructured to meet the needs of NNU’s constituency for skilled and sophisticated musicians and the interests of a large number of prospective students. The newest faculty member in the department has particular skills, experience, and formal training in this area. Both the Music Technology and Church Music programs promise to attract growing numbers of students to the department. In addition, both provide training that represents a link between the department’s expertise and the needs of the Nazarene and broader Christian church constituency, a model of the President’s notion of NNU filling a “church-grant” service role similar to the land-grant universities.

DEPARTMENT OF PSYCHOLOGY

Purpose
The Department of Psychology offers a broad understanding of human behavior, including the development, relationships, and interactions of individuals in systems. The department contributes to the liberal education of NNU students through courses offered to meet the GE core requirement and supports major requirements in other disciplines. The department also offers in-depth study that leads to a major in psychology, providing students with a background in the questions, methods, and theories of the discipline that prepares them for occupations and further study in psychology and related fields. The department models and trains its students to be Christian professionals serving the community.
The objectives of the department are that graduates will be able to: (1) understand and carry out research and the scientific method; (2) acquire and exhibit practical experience and skills in professional roles; (3) access, use, and communicate conclusions about psychological literature; (4) understand the basic theories and systems in the field of psychology; and (5) discuss the relationship between Christian thought and social sciences meaningfully.

Description
The department offers a major in Psychology with three emphases (Scientific/Practitioner, Interdisciplinary, and Industrial/Organizational), a minor in General Psychology that meets criteria for a second teaching field, and contributes to a criminal justice minor. The department offers courses that service the Social Science requirement for the GE requirements (PY 125 Psychology for Life, PY 155 Introduction to Psychology, and SO 155 Introduction to Sociology), as well as courses that serve as requirements for 25 other departmental majors.

The department has 2.5 faculty members. All three faculty members have Ph.D. degrees in psychology. The department currently serves 64 student majors. There are generally 2 or 3 students with Psychology minors and approximately 10 students with Criminal Justice minors. Each faculty member has experience in a variety of areas including therapy, psychological and neuropsychological assessment, expert witness, professional presentations at conferences and other educational settings, accreditation evaluations for various institutions, and research.

The department utilizes about 30 hours per week of student teaching assistants and about 6 hours per week of a shared part-time secretary. At times, outside grants provided funding for students serving as research assistants.

The faculty offices are located in a three-office suite on the second floor of the Wiley Learning Center, the main campus classroom building. The department also has a small lab on the main floor suitable for interviewing and preparing class lab demonstrations, and a combination classroom and laboratory space in the basement, which includes research laboratory space, a small animal environment room, and a learning lab.

Significant Changes
For the past few years, the department was understaffed due to two of the three faculty members serving .5 FTE as school deans and the unsuccessful effort over the last two years to hire a non-clinical generalist. As a result, many courses were taught as adjunct load, and frequently as overload by the full-time faculty members. The decrease in staffing occurred while the number of majors and minors was increasing. Historically, when the Departments of Psychology and Sociology were merged, the department had four full-time faculty members. With the loss of the sociologist in 1998 and the administrative decision not to fill the position, the department dropped to three members, then to two with the move of two members to .5 status each due to taking on dean roles in the schools of Academic Resources and Arts, Humanities, and Social Sciences. With the retirement of the dean of the School of Academic Resources, and her replacement with a 1.0 FTE faculty member, the department currently has 2.5 FTE.

The department has nine courses that are two-credit quad courses. At the time the university changed from three terms per year to two semesters, the department faculty used two-credit quad courses to continue to offer courses that were appropriate and necessary to the major and GE, as well as service or elective courses for all NNU students, rather than incorporating the material into larger courses that would be taken primarily by majors only. The quad courses average 20 students, with some courses having enrollments as high as 40 students.

In 1998, the equipment in the animal learning lab was upgraded and converted from manual chambers to computer programmable chambers. There are currently three chambers where students can train their animals in the behavioral labs. In 2000, a grant was secured allowing improvements and upgrades to the
Electroencephalogram (EEG) lab. Two computers were added and linked to the existing EEG machine. Appropriate apparatus for conducting evoked potential research on human subjects was obtained and is housed in the experimental psychology lab in the basement of the Wiley Learning Center. In 2002, an improved air exchange system was built into the animal environment room in order to bring the room up to code for housing the rats for the behavior/learning lab.

The budget for the department was essentially the same over the past 10 years. This caused some difficulties due to the increase in the number of majors in the department and the number of students the department serves through GE courses. Approximately 40% of the department budget is spent on printing and copying costs. In addition, costs of materials such as testing supplies for PY 495 Practicum in Mental Measurement ($750 WAIS-III, etc.) and for lab equipment and materials ($22 per rat) increased beyond what the department budget can absorb.

The Psi Chi Honor Society and Psych Club were very active over the past nine years. Each year, one service project is selected for students to participate in as part of the club activities. For four years this project was assisting with the Idaho Brain Injury Association walk.

The annual Psychology Research Forum is held each spring for psychology students to present their individual research. Since 1997, an endowed scholarship is given to the student whose research was judged to be the best project and presentation. Students from five area high school psychology courses as well as four area college/university psychology groups are invited to participate.

**Analysis and Appraisal**

Senior scores of department majors on the ETS Field Test for psychology averaged between the 88th and 99th percentile over the past eight years. From 10% to 60% of the department’s graduating majors graduated with honors, and from two to eight majors each year are inducted into Psi Chi, the National Honor Society in Psychology. Over the past five years, all but one student who applied to graduate school was accepted. The one student who was not initially accepted received multiple acceptances into neuroscience graduate programs the following year.

The department invited students to submit their research to professional meetings for many years. In the past 10 years, two to four students submitted individual research to the Western Psychological Association Convention for presentation each year. One student was awarded the regional Psi Chi research award in 2002, and another won the undergraduate student research award from the Idaho Psychological Association convention in 2004. A third student had his research article accepted for publication in “Der Zeitgeist” in 1999.

The department faculty members received a number of grants from both University and outside sources (ranging from $2,000 to $12,000) for activities such as attending conference training, conducting research on adults with attention deficit disorder, upgrading the EEG research equipment, and supporting the NNU Psychology Research Forum (received from Psi Chi, The National Honor Society in Psychology). One faculty member authored two short articles and co-authored 12 research presentations; another co-authored approximately 5 research presentations over the past 10 years.

Since the sociologist left in 1998 and that position was lost, all sociology courses have been taught by faculty in psychology, social work, modern languages, economics and/or adjunct faculty from outside the University.
SCHOOL OF BUSINESS

Purposes and Outcomes
The School of Business aspires to be a leading business school offering a range of undergraduate, graduate, and continuing studies programs in business and related fields. All School of Business programs emphasize NNU’s institutional outcomes including Christlike Character, Academic Excellence, Creative Engagement, and Social Responsiveness. Each course in the School of Business incorporates at least one of these outcomes into its course goals.

The mission of the School of Business is to educate students for the purpose of developing ethical servant leaders who can transform a global society for the kingdom of Christ. The school accomplishes this goal by providing a strong, scholarly, business curriculum rooted in the liberal arts tradition, which is delivered through traditional and innovative programs. To this end, the program is designed with the following measurable objectives:

1. Students will be provided with instruction necessary to increase their knowledge and to encourage Academic Excellence across a range of contemporary business subjects, including accounting, economics, finance, management, information technology, operations, international business environment, law, ethics, marketing, and communication.

2. Students will experience activities that facilitate development of skills relevant to and encourage Creative Engagement with the contemporary business environment. These skills include teamwork, qualitative and quantitative analysis, written and oral communication, use of technology, and decision-making.

3. Students will be involved in activities that enhance their ability to work with Christlike Character in a variety of business environments. Aspects of Christlike Character addressed include business ethics, social responsibility, workplace respect, and legal compliance.

Description of School
The School of Business delivers undergraduate and master’s level programs in business disciplines in four principal channels. These channels are:

- Undergraduate Traditional Program
- The STEP Program (evening program for working adults)
- On-site MBA Program (Boise and Nampa)
- Online Master’s Programs (MBA and MIBA)

The Business programs are accredited by the Association of Collegiate Schools of Business and Programs (ACBSP), which stipulates various ratios for teaching by doctorally and professionally qualified faculty, establishes important program content, and sets service standards. The school embraces and enforces in all its programs all aspects of the Common Professional Component as required by the ACBSP. All programs comply with ACBSP standards.

The school is led by the school dean. The undergraduate traditional program is delivered by the Department of Business and Economics, which is headed by its department chair. The STEP program is headed by its director, and all graduate programs, both on-site and online, are headed by the graduate director. These four individuals—the dean, chair, and two directors—are released from teaching in varying amounts to allow them to perform their administrative duties.

The dean, department chair, and two directors constitute the leadership group of the School of Business. The leadership group meets on a weekly basis to discuss curricular and management matters. The faculty of the school meets regularly, usually weekly, to discuss
school programs and services. The school has several operational committees.

The school is housed in the Helstrom Business Center, a well-appointed building completed and occupied in the spring of 2002. This state-of-the-art facility provides six classrooms and a large lecture hall for instruction. The classrooms and lecture hall have computers, projection equipment, and SMART Boards. Two classrooms are equipped with computers for all students. There are also two conference rooms and four break-out rooms. All faculty members have individual offices that are fully equipped with computers with Internet and email access and telephones with a sophisticated voice mail system. All faculty members have additional allocated computer storage space on a network drive with security protection and automated backup.

Programs in the MBA and STEP programs are also offered in downtown Boise at the C.W. Moore Plaza building. At this site the University has three fully equipped classrooms, three break-out rooms, and two faculty offices. The building includes large conference facilities, vending machines, and ample free adjacent parking.

The MBA program is also offered on-site at the Micron Corporation facility in east Boise. The classroom facility there is a well-equipped and modern installation that is conducive to teaching to Micron employees. MBA courses are telecast from this site in two-way interactive format to Twin Falls, ID, where students access courses at the College of Southern Idaho.

All business students have access to the Riley Library on the NNU campus. The library is fully adequate for the MBA and undergraduate programs. Because of the Library’s licensing and memberships in consortia, students have access to hundreds of business journals and magazines and to literally millions of books from across the United States.

The school currently employs 13 faculty members: 11 full-time and 2 half-time. Eleven of the 13 are doctorally-qualified in the area of their teaching assignments. One faculty member is ABD, and the other will finish doctoral course work soon. Several have additional significant experience and/or qualifications in professional fields consistent with teaching assignments. Faculty members are particularly active in terms of participation in professional organizations, consulting, and contact with the business world in the Boise/Nampa area. The school also employs five full-time staff assistants who provide support to the school dean and for the four principal programs.

Faculty members have strong teaching skills and are heavily involved in various types of scholarship. A case study workshop was held during the spring of 2004 to encourage teaching with cases and writing cases. Faculty members who recently completed dissertations are expected to publish a portion of their work in refereed journals. The school expects to see an increase in publications over the next five years. Faculty members are involved in local service clubs and Chambers of Commerce. Faculty regularly give talks to local organizations, and several give papers each year at professional conferences. Faculty members write articles for local magazines and organizational newsletters. The University’s expected movement to a rank system will further encourage more research, scholarship, and contributions to the profession. The exhibits contain scholarship and service reports for each faculty member.

Faculty members are evaluated rigorously and regularly. Faculty members initially start with a one-year contract and are given an in-depth evaluation by the school dean each year. After a few years (normally three), successful faculty members may be offered a three-year contract. After receiving an initial three-year contract, the faculty member may be given a new three-year contract each succeeding year. At least once each five years a major review is undertaken. This review is serious and poor reviews could ultimately lead to dismissal from the University. Such action was taken in the last five years.

Teaching by full-time, part-time, and adjunct faculty members is evaluated by several methods. Course evaluation forms are provided.
to all students in all regular courses near the
completion of the course. Results are tabulated
and reported to the Vice President for Academic
Affairs, the school dean, the program director,
and the faculty member. The school dean and
the appropriate director review the results with
the faculty member. Improvement strategies are
discussed when appropriate. As stated above,
teaching evaluations affect the renewal of one-
year contracts and the issuance of three-year
contracts, so they are taken very seriously.
Adjuncts who fail to perform well are not asked
to return.

A group of local businesspersons of prominence
serve as a Business Advisory Board (BAB). The
BAB reviews programmatic and syllabus
content and makes suggestions and comments.
The BAB meets four times each year (recently
increased from two meetings per year) to discuss
programs, needs, and solutions. Minutes of
BAB meetings are available in the school
exhibits.

Certain aspects of the business program are not
controlled by the School of Business. Central
University functions are administered externally
to the program, including registration functions,
business office, book purchase and delivery,
premises management, financial aid, and
marketing. It is the assessment of many in the
School of Business that there is need for a larger
advertising and marketing budget and for
increased effort in program marketing.

The school and its personnel are involved in
many community and professional activities.
The School of Business recently submitted a
description of its programs to the Better
Business Bureau’s Integrity Counts Award
Competition. That competition was
independently judged, and the School of
Business received the First Place Award.

The school through its various student clubs
performs hundreds of hours of community
service each year. The Students in Free
Enterprise (SIFE) group is very active and is
typically a winner in the regional SIFE contests
and places well in the national contests.
Professors are regularly called on to speak at
service clubs and the Boise and Nampa
Chambers of Commerce, and are called to
provide other kinds of community service. The
school normally sends a team of undergraduate
students to the Case Contest held each spring in
British Columbia.

The school sponsors two major speakers in its
Business Enrichment Series each year. At each
event there is a series of speakers during the
afternoon, with a major keynote speaker in the
evening. Hundreds of Treasure Valley people
attend these events.

In summary, the School of Business is a vibrant
unit of the University. The school faculty is
well-credentialed, dedicated, and proud of the
learning outcomes of their students. Faculty
members are optimistic about the future and
their opportunities to impact the lives of
students, and through those students, serve an
increasingly integrated world economy.

The following pages provide a description of
each of the school’s four principal programs.
Additional information about each program may
be found in the exhibits and in the University’s
Undergraduate and Graduate Catalogs.

DEPARTMENT OF
BUSINESS AND ECONOMICS

Purposes
The Department of Business and Economics, as
a central division of the School of Business,
shares the school’s mission statement, as given
above. It is the intent of the department to
graduate students who will be leaders in their
business careers, who act ethically, and who will
be of service for society and for Christ.

Description
The Department of Business and Economics
offers the Bachelor of Science and Bachelor of
Arts degrees with a major in Business
Administration. It also offers the Bachelor of
Science degree with a major in Accounting and
Finance. The department offers the following
minors: Economics, Management, Marketing,
Global Business, and Business Administration.
The Business Administration minor is accessible to non-business majors. Additionally, a management information systems emphasis may be pursued within the Business Administration major. Accounting majors pursue either an Accounting emphasis or a Finance emphasis as part of their degree programs. The department cooperates with faculty members in other departments to offer courses that are needed by majors and minors outside the business disciplines.

The Department of Business and Economics offers five courses that may be taken by all undergraduate students to partially fulfill the University’s GE requirement: EC 101 Personal Finance; EC 105 Analysis of Economic Issues; EC 241 Microeconomics; EC 242 Macroeconomics; and ED 301 Personal Finance and Stewardship.

All courses in the School of Business use the same syllabus templates, thereby providing students with a common understanding of course and school expectations. The syllabus refers to the University’s goals and academic objectives as appropriate. Further, each course has at least one goal chosen from the University’s four institutional outcomes.

Five of the 13 faculty members in the School of Business are specifically assigned to the undergraduate daytime program, but all faculty members teach across each of the business programs. The daytime program uses very few adjuncts.

Significant Changes
In the last 10-year and 5-year NWCCU reviews there were no specific recommendations concerning the Department of Business and Economics. However, there was a suggestion made that the University as a whole consider adding minors to the academic offerings. The department has since added several minors.

Significant changes occurred in the last 10 years. In 1996, at the time of the last full-scale NWCCU review, the Department of Business and Economics was contained in the Division of Professional Studies. Currently, the department is contained in the School of Business. National accreditation in business and the University’s change from a quarter to a semester calendar system caused some changes in the department’s curricula and emphases, including elimination of some courses and emphases.

Students desiring to major in a business discipline must apply for admission to the program. These students prepare a written application with supporting documentation and references. Students are interviewed by a panel of faculty members who can accept, reject, or provisionally accept the student’s application. Once admitted, the student can be excluded from the major if the student’s grades are too low. Through this process faculty members gain information about each student that is used to help students correct weaknesses in their knowledge, skills, and abilities.

The department uses various instruments to assess student progress and learning. All courses are evaluated for both course quality and professorial competence. Students take the CAAP test to assess learning in general education and the ETS Major Field Test in business to assess content learning. All business majors participate in internships and in a capstone business development experience. During the 2004-05 academic year, the department began requiring business majors to develop a student portfolio. The portfolio program will be fully implemented when the students who began in 2004-05 graduate.

A capstone experience required of all students is the preparation of a formal and exhaustive business plan. This work is done by students in groups of three to five students. Students give a formal presentation of the plans to the faculty, students, and businesspersons toward the end of their last semester. Faculty members take information from these presentations to their discussions in the fall School of Business retreat to make modifications in the curricula as indicated.

School of Business alumni are periodically surveyed to determine satisfaction with the business program. The Business Advisory
Board provides important feedback. All these tests and activities provide information to the department that is used to assess faculty, curricula, and goal achievement. Based on these data, numerous changes were made to the curricula and student services.

In 2004, the University’s Foundation Board assigned the management of $50,000 of the University’s endowment to the finance students. This investment activity provided an outstanding real-life learning experience for the involved students.

Analysis and appraisal
Numerous methods of assessment are used to determine the effectiveness of the department’s educational program. The alumni surveys show that the alumni are finding jobs quickly. The results on the ETS Major Field Test are most gratifying; each class average since the 1998-99 year is at the 90th percentile or higher. The capstone experience (BU 498 Senior Seminar in Business), the course in which students develop the business plan, provides important information to the department. Faculty members evaluate these business plans and use the information to inform curricular changes. Internship providers give valuable feedback regarding the preparedness of students, which is overwhelmingly supportive of NNU’s business education.

Evaluation of professors and instructions is rigorous and ongoing, as described above. Professors who do not perform adequately are provided assistance. If improvement is not forthcoming, the professor may be released from the institution.

The department chair observes classes periodically. Notes from the observation are shared with the faculty member in writing and the dean of the School of Business is copied into the process. Along with the notes, recommendations for improvement (when appropriate) are included.

As indicated above, many undergraduate students participate in extra-curricular activities such as: Students in Free Enterprise (SIFE), the American Marketing Association (AMA) chapter, and Circle-K. These clubs provide opportunities for students to learn leadership and service skills.

Major strengths of the undergraduate program include: high quality faculty, a very good reputation, specialized accreditation, excellent facilities and equipment, and international study opportunities. Weaknesses include: inadequate marketing, flat enrollment, a declining enrollment in the accounting program, and few doctorally-qualified adjunct professors outside of the legal field.

STEP PROGRAM

Purposes
The STEP program is a delivery system that provides the courses of the business major to older adult students in evenings, thereby allowing them to earn the Bachelor of Business Administration degree. Students who have two years of appropriate university work may finish the degree in as little as 16 months. Most students take 18-30 months to finish their degree programs. Enrollments in the past few years typically number 90-100 students.

The STEP program subscribes to the statements of missions and goals of the University. The program also subscribes to the mission statement of the School of Business.

The STEP program seeks to provide for the educational needs and schedules of the adult learner. Many of the individuals coming to the STEP program either did not attend college or only spent a few semesters in college. For a number of reasons they found that college was not right for them at that time or they were not ready for college. It is an extremely rewarding experience to assist these individuals in fulfilling the goal of completing their degrees after many lost hope of obtaining this goal.

Description
The STEP program offers the Bachelor of Business Administration degree; it is a generalist program in business administration. The
program is primarily offered to adult learners, both employed and unemployed, of various ages, living within driving distance of the Nampa and Boise campus locations. Students typically attend class two nights per week for four hours each night. Courses typically last for five weeks. Students study primarily in a cohort model. Each cohort moves through the courses of the program as a group, thereby forming a community of learning that provides support to students and faculty who study together.

Students typically take a prescribed 17 courses (51 credits) in the Business curriculum to complete the business major. In addition to the business courses, STEP offers all of the GE courses needed to complete the degree.

Courses are taught by the 13 faculty members of the School of Business or by qualified adjunct faculty. Staffing of courses complies with ACBSP criteria.

Courses are conducted at the Nampa campus in the Helstrom Business Center and at the C. W. Moore Plaza in downtown Boise. Students have access to the Riley Library at the NNU campus, and to computer labs at the Helstrom Business Center in Nampa.

Significant Changes
University and NWCCU approval for the STEP program was granted in 1999-00, with the program beginning in the fall of 2000. The program was reviewed as part of the NWCCU interim visit in 2001, with no resulting recommendations.

Adult learners have been able to access the STEP program in Boise since the fall of 2002. Students can access the Business courses there and come to the Nampa campus for any needed GE courses.

Analysis and Appraisal
The STEP program complies with all regional and ACBSP accreditation standards.

The STEP program is a redemptive program that seeks to provide individuals another opportunity to work toward the completion of a degree. By offering courses in an evening format for individuals 23 years of age or older, the STEP program expanded the University’s outreach. Because of the caring/assisting approach of the STEP staff, prospective students are drawn to the program and encouraged to gain the courage to step outside their comfort zone and attempt college courses again. After overcoming their fears and entering the programs, students tend to stay with it. The retention rate is fairly good with 72% of those beginning a cohort completing the program.

The STEP program and its students are evaluated using the same instruments and methodologies as the daytime traditional program. Similarly, courses and faculty are evaluated using the same methodologies.

Several full-time business faculty members teach in the STEP program as an assigned part of their teaching loads. All other faculty members, including full-time business faculty members who teach in the summer, are issued individual contracts.

A number of STEP students/alumni have shared how the program assisted them in moving ahead in their careers, some even while they were still in the program.

The STEP students performed well on the ETS Major Field Test, with test results typically averaging in the 90+ percentile. Test results are shared with the School of Business faculty and discussed at the annual planning meeting in August. Changes were made as a result of these data. For example, as a result of low quantitative scores, intermediate algebra was added to the course offerings to assist students in developing or enhancing their basic quantitative foundation.

Strengths of the STEP program include: high quality faculty, acceptance of the program throughout the University, specialized accreditation, and a very appreciative clientele. Weaknesses include: inadequate marketing, inconsistent enrollments, and tuition levels beyond many students’ financial aid limits.
MBA PROGRAM

Purposes
The MBA program is designed to prepare knowledgeable and competent professionals for local and global business leadership. The MBA program subscribes to the statements of missions and goals of the University and is committed to the four institutional outcomes described above. The program also subscribes to the mission statement of the School of Business.

Description
The school offers the Masters of Business Administration (MBA) degree that is a generalist program in business administration. The program is primarily offered to adult learners, both employed and unemployed, of various ages, living within driving distance of Nampa, Boise, and Twin Falls. Students typically attend class two nights per week for four hours each night, and courses typically last for nine weeks. Some students receive financial assistance from employers or governmental sources. The delivery of the program is designed for the working adult who is willing to commit to an intensive period of study covering 16 to 18 months. Students study primarily in a cohort model, with some deviation to accommodate individual schedule contingencies.

Students typically take a prescribed 14 course (42 credit) curriculum, with no electives. Students have the option of attending one course (BU 575 Strategic Management) as a part of an international business experience trip offered to each cohort.

Course content is reviewed periodically by the full-time faculty of the School of Business. Syllabi in prescribed form and content are required to be prepared by faculty members for all courses and are reviewed for form and archived by the MBA program director. Courses are taught by the 13 faculty members of the School of Business and by qualified adjunct faculty. Staffing of courses complies with ACBSP criteria in terms of load considerations and faculty qualifications.

Significant Changes
The MBA program did not exist at the time of the last 10-year review. No recommendations for the MBA program were given in the last interim NWCCU review.

No significant changes occurred in the MBA program with regard to curriculum; some adjustments in course content occurred, but the emphasis and basic coverage of the course content is unchanged. The faculty grew in numbers, both full-time and adjunct. New adjuncts were recruited who possess both the necessary academic credentials and significant business experience in their areas of instruction. No new majors were added. There were some periods of enrollment decline, but demand for courses is now growing.

The MBA program begins three cohorts per year, typically with one cohort taught in Nampa on the main NNU campus and two taught in Boise at the C.W. Moore Plaza Building. It is anticipated that a growing proportion of the students enrolling in the program will elect to take courses in Boise.

In March 2006, a new MBA cohort was added on-site at the Micron Corporation. Micron is a Fortune 500 company that makes advanced chips for technology applications. Approximately 12,000 employees are based in the Boise area. The MBA courses are held in a modern facility that is conducive to adult learning. The Micron program has the same admission requirements, curriculum, faculty, and graduation requirements as the program on the main campus.

In conjunction with the Micron cohort, students in Twin Falls are now being served through a live two-way television connection between Micron and Twin Falls. The site at Twin Falls is at the College of Southern Idaho, which makes facilities available to four-year and graduate programs. The site at Twin Falls is a modern state-of-the-art facility that supports high-quality distance learning. NNU professors and staff travel to Twin Falls as needed for student advising.
It should be noted that the NWCCU authorized NNU to deliver the MBA program in Twin Falls in the late 1990’s. One cohort was delivered there, then the program was discontinued.

The MBA budget has been relatively stable, with some downward revenue fluctuations during the periods of lowered enrollment.

**Analysis and Appraisal**

The MBA program successfully meets its goals and purposes and those of the University. The program uses various instruments to assess student progress, learning, and goal accomplishment. All courses are evaluated for both course quality and professorial competence. All MBA graduates take the capstone course that requires students to write an interdisciplinary business case. Business alumni and employers of alumni are periodically surveyed to determine satisfaction with the business program. The Business Advisory Board provides important evaluation of the program. All these tests and activities provide information to the program that are used to assess faculty, curriculum, and goal achievement. Based on this information, the program made relevant changes over the years.

Teaching is evaluated by several methods. Course evaluation forms are provided to all students in all courses near the completion of the course. Results are tabulated and reported to the Vice President for Academic Affairs, the school dean, the program director, and the faculty member. The program director visits classes periodically and visits adjunct faculty regularly.

Program leaders are studying additional approaches to marketing the MBA program, including new approaches to tuition. Ways to adapt course content and to deliver courses are being studied with the goal of providing more value to corporations that pay for their employees to pursue the MBA degree. Programs to implement such changes are going through appropriate approvals and will be introduced into the marketplace in 2006. Some adjustments to course content are currently under study.

MBA program strengths include a high quality faculty that has increasingly improved in its professionalism and scholarship, specialized accreditation, and a culture of service to students. A number of faculty members are actively involved in activities in the surrounding business environment, including regular consulting and speaking engagements, and membership in many local service organizations.

The facilities and equipment are outstanding, and the reputation of the program is very good. The opportunity to take an international experience is an added benefit. Adjunct faculty recruitment is improving, and recent additions bring both expertise and qualification in the areas of instruction.

Weaknesses include inadequate marketing and inconsistent enrollment. The Treasure Valley does not have a significant number of available doctorally-qualified adjunct professors outside of the legal field. There is increasing competition in the local geographic area from other MBA programs. The program would benefit from additional funding for marketing.

**MBA/MIBA PROGRAMS (ONLINE)**

**Purposes**

The School of Business offers two online master’s degree programs. The two are the Master of Business Administration (MBA) and the Master of International Business Administration (MIBA). These programs are designed to serve individuals anywhere in the world who desire a high quality master’s degree program. The major theme for the MIBA program is: Management and Leadership in the Global Economy. The MBA program is a general management degree program.

**Description**

The online programs were proposed by the School of Business in the fall of 2003, approved by the Board of Trustees in late winter 2003-04, and approved by the NWCCU in April 2004. Delivery started in August 2005.
Each program requires a no-credit orientation course and 42 semester credits of course work. Ten courses (30 credits) are common to the online MBA and MIBA programs, with four courses distinct to each program. The online MBA requires the same content as the on-site MBA program.

All students in each online program will participate in one international experience as part of the required BU 575 Strategic Management course. The BU 587 International Experience and Project course is a second required international experience for MIBA students.

The four University outcomes are integrated into course syllabi, course content, and case studies. These outcomes are assessed through outcome interviews that are catalogued and used in the formal feedback system currently utilized for national accreditation compliance. Each course in the program is evaluated using the University’s approved evaluation instruments. Alumni of the program will be surveyed 3 and 6 years after graduation. Employers of program alumni will be surveyed 5 and 10 years after graduation.

The School of Business is committed to delivering online MBA and MIBA programs that follow the Guiding Principles for Distance Learning developed by the Center for Adult Learning and Educational Credentials of the American Council of Education. These principles cover learning design, learner support, organizational commitment, learning outcomes, and technology.

There is a half-time administrative assistant who works with the program. The assistant works with student inquiries, helps students enroll in the program and courses, and assists the professors teaching in the program.

Professors teaching in the online programs are selected from current full-time faculty at NNU and from approved adjuncts. Requirements for in-field doctoral level preparation as developed by the ACBSP are met.

The Riley Library on the University campus has a collection of books, journals, and other materials adequate for the graduate business program. The library resources are well networked. Students have full text access online to over 1,000 business magazines and scholarly journals and also have access to resources of hundreds of libraries around the world through interlibrary loan.

All professors teaching in the program have computers with Internet access. The Blackboard course management system is used for all online courses. Blackboard provides for delivery of course materials using text, PowerPoint, and Excel, as well as video and audio. Grade book, class and group discussions, and group communication is facilitated by Blackboard.

The University also hired a full-time E-learning Instructional Technologist. This individual regularly provides training courses for the faculty and provides one-on-one assistance to the faculty teaching in online programs. Further, the school has a half-time staff member who provides support to faculty teaching online courses.

Analysis and Appraisal
Delivery of the program began in the fall of 2005. As an additional feature, the students in the online courses are paired with students in the same on-site course. This interaction between on-site and online students added a unique feature to the programs and enhanced learning for both groups of students.

As of the date of this writing there are no graduates from the online programs. Preliminary data coming from course evaluations and individual discussions with students indicate that the students enrolled in the programs are pleased with the quality of the program.
Purposes and Outcomes
The purpose of the School of Education, Social Work, and Counseling (ESWC) is to provide undergraduate, graduate, and continuing education programs to prepare professionals to serve the educational, social service, and counseling needs of communities. These accredited programs are delivered in an environment that honors Christ and Christian principles through undergraduate and graduate programs that lead to professional licensure/certification. Professional development activities are provided for practicing professionals.

The School of ESWC works to prepare classroom teachers, school administrators, social workers, and counselors to serve in their chosen fields with the knowledge, skills, and dispositions that reflect the most current and proven practices accompanied by the compassion and social justice that is representative of the University outcomes for all students. It is the intent of each department and program in this school to prepare graduates who will enter professions that serve a wide range of needs in all strata of society and provide these services with integrity, compassion, and skill.

Program outcomes and objectives are identified and assessed in each of the school’s undergraduate and graduate programs. Assessment plans were developed to provide accountability with the results of these measures being used to modify and improve programs.

Description of School
The Department of Education prepares students for licensure in elementary education, secondary education, school administration, special education, and reading. The Department of Social Work prepares students both for beginning and advanced practice in the profession of social work. The Department of Counseling prepares students for entry level direct services work in the field of counseling and for future advanced study.

The School of ESWC offers undergraduate and master’s level programs in the following fields of study:

Department of Education
- Elementary Education (B.A.)
  - Traditional calendar
  - Accelerated calendar beginning August 2006
- Secondary Education in cooperation with departments from across campus (B.A. or B.S.)
- Curriculum and Instruction (M.Ed.)
- Curriculum and Instruction plus Certification (M.Ed.) beginning August 2006
- Educational Leadership (M.Ed.)
- Exceptional Child (M.Ed.)
- Director of Special Education and Related Services (certification only in conjunction with Educational Leadership and Exceptional Child programs)
- Reading (Online) (M.Ed.)

Department of Social Work
- Social Work (B.A.)
- Master of Social Work (MSW)

Department of Counselor Education
- School Counseling (M.S.)
- Marriage and Family Counseling (M.S.)
- Community Counseling (M.S.)

All departments in the School of ESWC maintain professional accreditation by national organizations. The Department of Education has been continuously accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1967. The Master of Social Work (MSW) program was reviewed for initial accreditation by the Council for Social Work Education (CSWE) in the spring of 2005. Full accreditation was received in June 2005. The undergraduate social work program has been continuously accredited by CSWE since 1979.
The School Counseling program has been accredited by the Council for Accreditation of Counseling Related Educational Programs (CACREP) since 2001. The Marriage and Family and the Community Counseling programs were reviewed by CACREP for initial accreditation in the spring of 2005. Full accreditation was received in July 2005.

The courses offered by the School of ESWC do not serve the general student population as they work toward their chosen degree outside this school. Although courses may be taken by the general student population as electives, they are designed specifically to prepare students who plan to enter one of these service professions. Each of the departments in the school takes seriously their evaluation and improvement processes. Course evaluations, program reviews, and self-studies for various accreditation requirements are continually used for program improvement.

Administratively, the school is lead by the school dean. After five years of strong leadership by Dr. Dennis Cartwright, this position experienced a recent transition in leadership. The position was filled with an interim dean during the 2005-06 school year while a national search was conducted for a new dean for the school. Dr. Jim Bader was appointed to this position beginning with the 2006-07 academic year. Department chairs provide leadership for each of the undergraduate programs in the school, while each graduate program is led by a Program Director. All of these positions are held by full-time faculty members who have their load split between teaching and administrative responsibilities.

The school currently employs 24 full-time faculty members, 19 of whom have doctoral degrees in the area of their teaching assignments. Four of the faculty members are currently enrolled in doctoral programs with three of them expected to complete their doctorates in the near future. The school also employs five full-time and one half-time support personnel who provide support to the school dean and the various departments and programs.

Traditionally and currently, the departments in this school have well-prepared and broadly-experienced faculty. This strength helps maintain consistency in structure and quality of the programs offered. Instruction within the School of ESWC continues to be of high quality. Faculty members take advantage of professional development opportunities and research to stay current in the field of education and to improve personal instructional strategies.

All school faculty members are contributing members of the professions associated with their fields and are active in local, state, and national professional organizations, accreditation organizations, and the community. They contribute to their professions through publications, presentations, and consulting. They are also active in the governance structure of the institution.

Student advising by school faculty members is a high priority. Extreme care is given to see that all program and University requirements are being met and that the students feel supported throughout their time in their respective programs. The high quality of the candidates seeking degrees in these departments contributes significantly to the overall quality of the programs. Fluctuation occurred in some departments along with the economy; however, there continues to be a relatively stable enrollment in all of the departments in the school. A strong demand for quality graduates from this school exists in the local and surrounding areas.

The primary facility used for instruction by this school is the Wiley Learning Center that includes classrooms with computerized teaching stations, Internet access, and data projectors. Nearly half of the classrooms have interactive electronic SMART Boards. Faculty offices are spread among four buildings in the northwest corner of campus. Each is supplied with a networked computer station and access to printers and copiers. The Blackboard platform is available to support face-to-face as well as online instruction. Support for technology issues is easily accessed and promptly provided. A major emphasis since the last accreditation
visit is the integration of learner-centered teaching strategies and the increased availability of instructional technology.

The following pages provide a description of each of the school’s programs. Additional information about each program may be found in the exhibits and in the University’s Undergraduate and Graduate Catalogs.

**DEPARTMENT OF EDUCATION, UNDERGRADUATE**

**Purposes**
The mission of the Department of Education is to be a Christ-centered unit that develops capable, compassionate educators who are determined and prepared to meet the educational needs of young people in a changing world. This mission is articulated through the conceptual framework underpinning the education programs at NNU.

The Department of Education offers programs that prepare candidates to be effective change agents in school and community settings. These programs are built upon a critical/social model of teacher preparation. The conceptual framework for this model includes four themes that provide purpose to the programs: Citizenship/Democratic Society, Liberal Arts/Continued Learning, Professional Knowledge and Skills, and Role of Schooling.

To facilitate mastery of the knowledge base and outcomes, the teacher education program is built on learner-centered principles. This means that all learners, both faculty and students, collaborate to provide a learning community that encourages individuals to build foundations on which they can create meaningful, coherent uses of knowledge.

The objective of the Department of Education is to prepare quality educators who are representative of the components of the conceptual framework, who meet the requirements of the State of Idaho for professional educators, and who demonstrate attributes and commitments consistent with the institutional outcomes.

**Description**
The department offers undergraduate majors in Elementary Education and Secondary Education, each of which leads to teacher certification by the state of Idaho. Secondary education majors have the option of selecting one teaching area or a first and second teaching field. Courses offered in this department are designed for education majors and provide no service to other departments or to the General Education (GE) curriculum.

The undergraduate program is serviced by eleven full-time faculty members, three of whom teach exclusively in undergraduate education programs and six of whom teach in both the undergraduate and graduate programs. In addition, numerous faculty members from the other schools teach content-specific courses for the secondary education programs. Eight of the eleven department faculty members have achieved their terminal degrees with one other nearing completion of her doctoral course work. Nine of the eleven faculty members have multiple years of practice in school settings that include elementary, middle, and senior high school classrooms and administrative positions.

To facilitate mastery of the knowledge base and outcomes, the teacher education program is built on learner-centered principles. This means that all learners, both faculty and students, collaborate to provide a learning community that encourages individuals to build foundations on which they can create meaningful, coherent uses of knowledge.

The objective of the Department of Education is to prepare quality educators who are representative of the components of the conceptual framework, who meet the requirements of the State of Idaho for professional educators, and who demonstrate attributes and commitments consistent with the institutional outcomes.

**Significant Changes**
Changes in the Department of Education in recent years include changing credit amounts for some courses, adding a course in classroom management for both elementary and secondary candidates, adding a course in assessment and intervention in reading for elementary candidates, designing and implementing a year-long internship for elementary candidates,
adoption of the Framework for Teaching as an assessment tool, and current restructuring of courses and program requirements. There were also adjustments made to the process and language for admission to the teacher education program. A new tool for tracking the progress of each candidate was developed and is being utilized. The need to increase the knowledge and experiences related to issues of diversity is a focus, especially in the last three years. This resulted in the systematic infusion of curricular experiences to increase cultural competence teaching. Along with the Academic Program Prioritization Process, a curriculum mapping and alignment process was recently completed with the goal to maximize overall department and University efficiency. This analysis and adjustment helped ensure a comprehensive and efficient sequence of learning for the candidates while maximizing the use of University resources.

To address the previously recommended need for “a systematic administrative and peer review of faculty effectiveness,” the Department of Education participated in the implementation of the new faculty review schedule introduced in 2002. Since this system was put into place, nine education faculty members had faculty reviews. In addition, department faculty members are frequently asked by peers in other departments to conduct the peer review part of this process.

To address the recommended need for a comprehensive assessment system for the academic programs, the Department of Education developed assessment plans for each undergraduate and graduate program and is collecting, storing, and analyzing data from assessments to improve programs. Based upon state and NCATE standards, candidate knowledge, skills, and dispositions are assessed through course-based assessments and checkpoint assessments, which include internal, collaborative, and external assessments. Data from these assessments are used by unit faculty to make decisions about admission to the program, prerequisite courses, and internships, as well as to determine the level of knowledge, skills, and dispositions upon program completion and recommendation for certification. Data from candidate assessments and follow-up surveys of graduates and their supervisors are collected in a database and disaggregated for use in evaluating programs. Also, the assessment plans for undergraduate programs are correlated with the four University outcomes.

Changes in the Department of Education took place in response to institutional changes and to opportunities for redesign and retooling of the program in response to current trends and practices. The changes included the move from quarters to semesters, some course additions and restructuring, a redesign of the elementary model for clinical experiences, the adoption of a new assessment model, the conversion of the Exceptional Child program from undergraduate to graduate, and the current response to the institutional Academic Program Prioritization Process.

During the past 10 years, 7 of the 11 faculty were added to replace retirees or to fill positions required by program changes. Two faculty in the Department of Education completed requirements for doctoral degrees during that time bringing the total to eight holding terminal degrees.

The addition of Internet-connected computerized teaching stations, data projectors, and SMART Boards along with associated training sessions increased the variety and quality of instructional resources and strategies. In addition, several of the classrooms used primarily for courses in the Department of Education were supplied with new tables and chairs to facilitate flexibility and comfort in instructional activities.

The first cohort of the Accelerated Certification for Educators delivery system for elementary education will begin in August 2006. This will allow adults to take courses in the evenings and on weekends as they work toward elementary certification and a bachelor’s degree in approximately 16 months.

Analysis and Appraisal
The Department of Education designed and delivers a program of instruction and training
that is guided by the standards established by the State of Idaho, that meets national accreditation standards for teacher preparation, and that utilizes current best practices in the field. The ongoing analysis of the program and its effectiveness includes monitoring of current candidates as they proceed through the program, gathering information regarding the performance of the graduates at the end of their first and fifth years of work, and completing required self-study activities for the University, for the state, and for national accreditation visits. Program design and course offerings reflect the analysis of the collected information by the department and its oversight committee, the Teacher Education Council, which is composed of members from departments across the campus and in the surrounding community schools.

Programs in the Department of Education are organized around clearly identified student competencies and lead to Idaho teacher certification. Programs are state-approved and NCATE-accredited. The program goals and conceptual framework are compatible with the institution’s mission and outcomes and are assessed at multiple points and in multiple ways through program completion and beyond. Candidate performance is consistently high as measured by a variety of assessment requirements. Idaho Technology Assessment, Idaho Comprehensive Literacy Assessment, and PRAXIS content and pedagogy pass rates are consistently at or near 100%.

Faculty work collaboratively within the department, among arts and sciences faculty involved in teacher preparation, and among cooperating teachers and principals in the community. Professional development for faculty is encouraged and funding is provided. Curriculum audits help clarify course content, identify targets being hit or missed, and encourage collaboration among faculty. Course changes that result from these activities go through the University’s approval process.

Candidate growth and development toward department goals and institutional outcomes are assessed, and the results provide confidence in the success of the program. In addition, the students used the institutional course evaluation system to indicate that the courses and instructors in the Department of Education rate above the institutional average. Quality advising of students is a high priority for faculty with anecdotal feedback from transfer students indicating that the level of nurturing and availability is high in comparison to their prior experiences.

Faculty members are very involved in the departmental and institutional processes. All faculty serve on one or more committees responsible for policies, procedures, and governance. There is significant faculty interaction with local schools resulting in positive relations and collaboration in developing the desired skills and dispositions in the candidates. Various unit faculty members serve on local, state, and national boards and committees. All unit faculty members also participate in the institutional faculty review process and some serve as peer reviewers for faculty in other departments.

Instructional materials, resources, and services include an adequate library collection with electronic access and support staff, Internet connectivity in all offices and classrooms, and a readily available software and technology support system.

Student enrollment in the Department of Education is relatively stable with yearly variations. The program rates high in comparison to other departments on campus for number and percentage of majors. Admission requirements and the procedures in place to monitor candidate progress in the program result in graduates who are eagerly sought by school districts in the surrounding area and across the region. A high percentage of students who complete the program and seek employment in the field of education find teaching positions upon graduation. Follow-up surveys from graduates and their administrators indicate that both secondary and elementary graduates perform very well.

Expected changes in the Department of Education undergraduate program will include a
reduction in the number of credits required in response to the Academic Program Prioritization Process. This will also result in a reduction of faculty load while allowing the department to maintain the highly successful yearlong internship for elementary candidate preparation. An increased focus on implementing a wider range of information and experiences related to the increased student diversity in the classrooms will better prepare the graduates from this program. Secondary candidates will see a change in the delivery of the content specific methods courses, with as current practitioners being hired as adjuncts for teaching some of the special methods courses. An expanded secondary classroom management course will be required beginning in the 2006-07 year. The department is also developing an action plan intended to increase the number of students selecting elementary and secondary education as their major.

The strong reputation of the NNU education program can be attributed to several factors, including the quality of instruction and supervision provided by full-time faculty throughout the program; the program’s alignment with NCATE, state, and national standards; and the ongoing assessment of the program and the candidates.

The area of challenge for the department is providing opportunities for candidates to learn from faculty, peers, and K-12 students representing diverse cultures and to improve the quality and quantity of experiences for the candidates to develop culturally responsive teaching skills. Department faculty members are continuing to make significant effort to bolster the program in this area. Multicultural infusion charts were developed for the undergraduate Education program to ensure a strong focus on diversity in curriculum and instruction throughout the program, and faculty members representing diverse cultures continue to be sought. One of the two Education faculty hired to begin in August 2006 represents a diverse culture. Attracting diverse candidates to NNU and to Education programs is a high priority and a challenge.

**DEPARTMENT OF SOCIAL WORK, UNDERGRADUATE**

**Purposes**
The primary purpose of the undergraduate Department of Social Work is to prepare students for beginning practice in the profession of social work. The outcomes and associated objectives of the department provide a high standard and comprehensive program for the development of social workers.

**Description**
The Department of Social Work offers a major in social work and a minor in social welfare for interested undergraduate students. All courses offered in the undergraduate program are taught under the “SW” prefix.

Two faculty members are assigned to supervise and teach within the undergraduate program (one had 3/4 of his load and the other 7/8 of her load for the 2005–2006 year assigned to the undergraduate program). One faculty member has three master-level degrees (theology, sociology, and social work) and an honorary Doctor of Humane Letters, while the other has a Master of Social Work degree. In addition, two other faculty members who have a majority of their load assigned to the MSW program also teach in the undergraduate program. One teaches 1/4 of her time in the undergraduate program and one teaches four credits (seven credits on an alternate year basis) as an adjunct appointment. All faculty members have multiple years of experience in the practice of social work in a variety of settings. The department has a full-time administrative assistant and a half-time secretarial/clerical staff member to provide administrative support for the faculty members.

Among the four faculty members who teach undergraduate courses, the areas of specialization and research are as follows: social policy, sociology of religion, social justice, aging, addictions, research, and child welfare. All four faculty members are licensed social workers and exceed the minimal standards of social work practice experience required by CSWE to teach social work practice courses.
The department has nine private offices located in two adjacent buildings. In addition, there is a conference room with space to accommodate 15 persons and a small space for a library of resources for social work students. The office facilities are functional for the purposes of the department; however, these two older buildings do present some challenges related to appearance and maintenance.

The department utilizes classroom spaces as assigned by the Registrar’s Office and its needs are served well in this manner. The primary classroom building for courses taught by the undergraduate faculty is across the street and only some 30 yards from the front door of the office building for the department. The faculty members receive excellent support from both the Library and Information Technology staff on campus.

Since initial accreditation by CSWE in 1979, the department has graduated nearly 500 undergraduate-level social workers prepared for generalist social work practice. The program’s majors are trained to understand both the dynamics of societal processes and intervene with communities dealing with social problems and dysfunctions.

**Significant Changes**

The undergraduate program remains similar in appearance to the framework it had at the time of the 1996 accreditation report. The size of the department as a whole (undergraduate and graduate) is the most significant change, as the department moved from a two-person faculty and a part-time secretary to a nine-member faculty and a one and one-half person support team. The change in size relates to the addition of the MSW degree. This growth in personnel required the expansion of facility use to now include one full office building and one-half of an adjacent office building. As a result, the department’s majors now see “more faces” in their required social work courses. In 1996, there were only two faculty members involved in teaching social work prefix courses for social work majors; now, as noted above, there are four.

The 2003–04 year was the first time that the undergraduate program compiled a multi-faceted array of measurements. These measurements were the basis of planning as course syllabi and content for the courses were prepared for the 2005–06 year. The faculty attended a one-day retreat in order to modify course content in light of the outcome measurements collected and analyzed.

The department’s faculty members implemented several improvements in the last couple of years including requiring a field education and volunteer experience portfolio, as well as adding a research component to the senior practicum and seminar expectations.

The program is currently utilizing and constantly refining 9 assessment tools for the purpose of measuring outcomes related to the program’s 16 objectives. When viewed as a whole, the program asserts that these measures provide significant evaluative information related to each of the program’s 16 objectives, and that this information is continuously reviewed and utilized in programmatic development and improvement—indicating that the program does have a specific plan and there are procedures in place for measuring each of the program’s objectives.

**Analysis and Appraisal**

The undergraduate program functions under the accreditation guidelines of the Council of Social Work Education (CSWE) with the next eight-year accreditation cycle for CSWE scheduled for the 2009–10 calendar year. The undergraduate program has enjoyed continuous accreditation by CSWE since 1979 (retroactive to the 1977 graduating class) and does not anticipate that any major changes will occur prior to this upcoming accreditation review. As a result, only minimal changes in course offerings and field experience configurations are anticipated during the next few years.

The addition of new faculty members added variety in experiences and instructional styles. Course evaluations are used as springboards in discussion with the department chair for self-
evaluation and reflection for the improvement of instruction.

The advising of undergraduate social work majors is done well. The department chair works primarily with first and second year students. The other full-time faculty member assigned to the undergraduate program works with junior and senior social work majors. Both persons have an open-door policy, dealing with students’ concerns and suggestions when students stop by their offices.

The number of declared social work majors (freshmen through senior) has ranged between 40 and 55 students across the last 15 years. During the 2003–04 school year, the numbers dropped to 35; during 2004–05, however, the numbers increased again to over 40, indicating that the 2003–04 number was a brief anomaly. Since that time, the numbers are up in the freshmen and sophomore Social Work courses, indicating that there may be a renewed interest in students majoring in Social Work.

Graduating seniors and alumni rank the program high in preparing them for generalist social work practice, in giving them a foundation in the ethics and values of social work practice, and in helping them to understand the importance of engagement in matters of social justice. In addition, they affirm that they learn well the nature of, and importance of, understanding diversity and multicultural realities of neighborhoods and communities, and they reveal a high commitment to the profession of social work and the values of practice prescribed for professional social workers.

Areas for improvement include added opportunity to develop skills for culturally competent interventions, increasing knowledge about organizational development and dynamics, and developing skills to evaluate research studies and apply research findings to one’s practice. An ongoing challenge for the department (and the profession in general) is the recruitment of male majors.

DEPARTMENT OF COUNSELOR EDUCATION

Purposes
The mission statement of the Counselor Education Program is to prepare competent and compassionate counselors in a Christian environment to assist members of our diverse society as they face life challenges and mental health issues in community, family, and school settings. The graduates are envisioned as highly committed professionals who are competent in contemporary counseling skills, ethical in decision making, demonstrate excellence in their work habits, show commitment to lifelong learning, and possess the courage to face and solve life and work difficulties.

The Department of Counselor Education fits the University mission in many ways. The department provides opportunities for spiritual growth for students, which is consistent with the development of Christian character. The counseling skills taught are directed toward service to others, a pursuit that is at the heart of Wesleyan theology. Also, by reaching out into the community and preparing professionals to reach out to the community, the department contributes to University efforts toward the Wesleyan perspective of perfect love.

Description
The Department of Counselor Education is a graduate-only department that offers a Master of Science degree with three areas of emphasis: School Counseling, Marriage and Family Counseling, and Community Counseling. These graduate programs prepare students for the professional competencies necessary for entry level direct services work in the field of
Faculty and personnel of the Department of Counseling include four full-time teaching faculty and one support person. All faculty members have earned their terminal degrees in the field and have served multiple years in a wide range of counseling settings. In addition, faculty members in the department hold key positions in professional counseling organizations both in the state and national levels. These positions include either president or president-elect of the Idaho Counselor Association, president of the Idaho School Counselor Association, and president of the Idaho Association of Counselor Educators and Supervisors. In addition, faculty members have served on governor-appointed positions on the Idaho State licensure Board for Professional Counselors and Marriage and Family Therapists.

Quality teaching is highly valued by the Department of Counselor Education; therefore, faculty members are evaluated through the University Faculty Substantive Review Process and through course evaluations completed at the conclusion of each course.

The department’s facilities are located in a modular building on the north side of campus. The building was originally designed as a temporary facility and has a permit that expires in 2008. The facility includes an administrative office area and work room, eight private offices, two individual counseling rooms, a group counseling room, and a play therapy room. Each of the counseling rooms is equipped with video monitoring equipment that is connected to a video monitoring room. The facilities are adequate and functional for the purposes of the department.

The department utilizes classroom spaces as assigned by the Registrar’s Office and its needs are served well in this manner. The Wiley Learning Center is the primary classroom building for courses taught by the department. The faculty members receive excellent support from both the Library and Information Technology staff on campus.

Significant Changes
There have been a number of major changes in the Department of Counseling Education since 1996. In the fall of 2002, the department was reconfigured to make it its own distinct department rather than a program within the Department of Education. A department chair was appointed, and the school name was adjusted to reflect the change (School of Education, Social Work, and Counseling). As a part of the reorganization, the department was allocated a budget separate from the Department of Education that led to an increase in available funds to support the program.

The department was granted CACREP accreditation in 2001. In 2003, the Community Counseling and Marriage and Family Counseling programs were added, and a new faculty position was approved. Also in 2003, a cognate in Pastoral Counseling—designed in conjunction with the Department of Religion—was initiated. The Department of Counseling hosted a visitation team in March, 2005, for consideration of CACREP accreditation for Community and Marriage and Family programs, and accreditation was granted in July, 2005.

Responding to requests by teachers in the city of Twin Falls, a cohort of 17 students was accepted into the counseling program in 1998. Faculty members drove the two and one-half hours to deliver many of the school counseling courses in Twin Falls, and the Twin Falls students came to NNU each summer and completed a full load of courses on campus. The Twin Falls students were treated the same as the on-campus students relative to admissions and retention procedures, policies, clinical supervision, internships, and curricular requirements. The first Twin Falls cohort graduated in the spring of 2000, and in the fall of 2000 a second cohort began the first semester of their three-year program.

Continuation of this pattern has been maintained through the present. Following the CACREP glossary, Twin Falls is not an off-campus site, since the administration and organization of the program is handled on the NNU campus, and the requirements and coursework are the same in Twin Falls as on-campus.
In April, 2004, the department established “Families, ETC” (Education, Training, and Counseling), a not-for-profit community counseling center that offers counseling services to the local community and provides a training facility for graduate students in the Counseling program. All counseling is supervised by a licensed professional counselor. Families, ETC is developing a growing, positive reputation in the community.

Other changes in the department include policy and procedure changes that were made to keep the program operating within CACREP standards. They include class size recommendations, standards on the number of students in supervision and practicum, student evaluation material, and more refined procedures for admissions.

**Analysis and appraisal**
Since the last accreditation visit in 1996, two full-time doctorally-qualified faculty members were added to the Department of Counselor Education raising the number of full-time faculty members to four. Each of these faculty members teaches coursework in the CACREP core as well as specialization courses in the three majors. Full-time faculty members teach approximately 75% of the required credits for graduation.

Prior to 1996, student advising was assigned primarily to one department faculty member. Currently, all full-time faculty members share in advising students. Students are assigned a faculty advisor upon admission into the program. Advisors work with individual students concerning program planning and individual course planning for each semester. In addition, during the practicum experience, students meet individually with faculty for one hour each week. Advising is often included in these sessions.

Students have computer access to Riley Library databases that allows them to conduct basic research in an adequate manner. In addition, the counselor education modular building contains a counseling library of journals and books contributed by faculty and benefactors. There is need for improvement in this area. Technological services and equipment are sufficient; however, some of the equipment—particularly computers—needs to be updated.

There are currently 81 students completing coursework toward a Master of Science Degree in Counseling. Approximately 60% of these students are pursuing a specialty area in school counseling, while 30% are in the area of marriage and family, and 10% in community counseling. Major adjustments were made to the admission process for the Department of Counselor Education resulting in higher academic preparation and performance by students.

A current strength of the department is the professional dedication and involvement of the faculty. Faculty members often present at national and state conferences and are involved in professional leadership positions. Two faculty members have served on the governor-appointed Licensure Board for Counselors and Marriage and Family Therapy. One faculty member served as chair of the Board for six years.

A challenge for the department is the inability to identify and utilize practicum and internship sites for community and marriage and family counseling students other than Families, ETC. Hindrances include competition from other universities for practicum and internship sites as well as other institutional programs such as social work or psychology that may utilize the same placement sites.

### Master of Education: Curriculum and Instruction

**Purposes**
The Curriculum and Instruction (C & I) program brings together K-12 teachers from across the disciplines in a program that is designed to encourage candidates to sharpen their skills as classroom teachers, diagnose learning difficulties, and research problems that arise in their classrooms. Candidates are encouraged to integrate their learning as they work on projects.
together and are presented with the opportunity to revisit, in the light of experience, various educational principles first encountered in undergraduate programs. The primary purpose of the C & I program is to provide a Christian setting where graduate students can increase their teaching and leadership skills, enabling them to make a difference in K-12 student learning. The Department of Education strives to provide a rigorous and relevant graduate level program that enables candidates to grow spiritually as well as intellectually.

The broad goals and objectives of the C & I program are presented in the critical social model as described in the Graduate Catalog (p. 31-32). This model begins with the foundation built with the University’s undergraduate programs and adds 10 principles: leadership, change and change management, group and interpersonal skills, democratic and ethical/moral values, action research, curriculum instruction and development and analysis, communication skills, critical thinking skills, community involvement, and continuous assessment and reflection. The C & I program encourages advanced levels of development of content knowledge, pedagogical content knowledge, general pedagogical knowledge and skills, professional dispositions, and assessment of candidate learning for practicing teachers through application of the 10 principles.

Description
The Department of Education offers a Master of Education degree in Curriculum and Instruction. As described in the Graduate Catalog, “This major is for the professional educator desiring to improve classroom teaching skills and/or to serve in instructional leadership roles. The program focuses on research and its application, and utilizes the reflection process to revitalize the curriculum and the learning environment” (p. 36). In this program candidates gain an in-depth understanding of the learning process and multicultural factors impacting learners and schools. They expand and refine their repertoire of effective instructional models and assessment methods, putting these to use in their classrooms to impact student learning. Candidates gain expertise in developing sound curriculum and become grounded in research-based models used in K-12 schools. They extend their ability to adapt instruction and management strategies in their work with students with learning exceptionalities. Candidates gain a Christian perspective of values in education and enhance their technology skills for use in the classroom.

A significant expectation of this program is the candidate’s identification and research of an education related topic. During enrollment in ED 519 Research Theory and Application for the Educator, each student develops an action research proposal. Prior to completion of the program the student conducts the research study, submits the final document to NNU faculty, and makes an in-service presentation of the results to his/her school faculty.

The Master of Education with a major in Curriculum and Instruction is offered utilizing a cohort model. There are two primary options for completing this program. In the first and most popular option, candidates are combined in a cohort that includes teachers seeking a Master of Education with an emphasis in Educational Leadership. Cohort members remain together for 8 of the 12 courses. This option allows completion of a master’s degree in 15 months while teaching. Eight of the 12 courses are completed during two summers, with the remaining four courses being completed during the school year. The second option is a cohort that is formed solely of educators seeking a major in Curriculum and Instruction. Completion of this option requires 30 months. All courses are offered one at a time in the evenings to accommodate teachers in year-round schools. In this option, two summer months are free of courses. Another option available is the English Language Learner (ELL) track, which leads to English as a Second Language (ESL) certification with the state of Idaho. A new option being offered in August 2006 is described in the next section.

Courses are taught by highly qualified full-time faculty and adjuncts. Six full-time faculty members with terminal degrees provide instruction for 28 of the 34 credits required with the remainder of the courses provided by three
adjunct faculty members. All but four of the full-time and adjunct faculty members have terminal degrees and the remaining three have master’s degrees; one is within a year of completing the doctoral degree.

Faculty offices and classroom facilities are adequate to meet the needs of the program. Graduate faculty offices are located in the Wiley Learning Center and in a duplex unit on the north side of campus. Three of the program directors and a secretary are located in the duplex. Most of the courses in the program are taught in the Wiley Learning Center.

**Significant Changes**

The number of teachers earning their master’s degrees in Curriculum Instruction averaged 6.4 annually from 1996-2000. In order to give more attention to developing and marketing the program, a separate program director for C & I was added in the fall of 2000. Since that time, from 2001-2005, the average number of C & I graduates nearly tripled to 18.4 annually.

Each of the graduate programs has an assessment plan that identifies qualifications for admission to the program, advancing through checkpoints, and completing the program. Candidate performance data is collected, stored, and analyzed in order to advise candidates and make program improvements. In response to a concern about the quality of writing of candidates, admission policy was changed to include a written response to a writing prompt. The admission committee also strengthened letters of recommendation by providing guidelines to administrators and colleagues who submit letters of recommendation. Writing samples and letters of recommendation are judged by three tiered rubrics.

Recent program improvements include the addition of an action research seminar to support graduate students in the completion of quality research. As part of the development of the seminar, a rubric for the research project was designed; this continues to be refined. The quality of the projects improved as a result of the increased rigor.

Since the spring of 2001, graduate programs utilized an annual “Grad Fair” to recruit students. This fair is a successful recruitment tool for graduate education programs. Program Directors and the Director of Financial Aid are available to answer questions.

The centralization of some of the University’s services resulted in more timely responses for graduate students from the Registrar, Business, and Financial Aid Offices. Each of these offices added personnel with the explicit purpose of serving graduate students.

August 2006 will see the first cohort of the Accelerated Certification for Educators delivery system begin. This option will allow candidates to complete the C & I program while also meeting requirements for secondary teaching certification. It will take approximately 16 months to complete.

**Analysis and Appraisal**

During the 2003-04 school year there were 25 graduates in Curriculum and Instruction with another 16 completed by December of 2004. Steve Wyborny, Oregon’s Teacher of the Year for 2005, completed his master’s degree in Curriculum and Instruction from NNU in 2000. There were 4 students who graduated in 2005, and a total of 19 students who graduated in 2006.

The C & I program experienced high enrollments from 2002-2004, followed by a decline in enrollments. The decline may be due to the added stresses caused by the NCLB legislation and competition from other C & I programs moving into the valley. Interest in the program appears to be increasing again as exhibited by the number of graduates in 2006.

The curriculum for each of the graduate education programs is currently undergoing review through the use of curriculum mapping. First, faculty were asked to map the courses they teach by delineating the standards addressed, concepts of subjects, keywords, guiding questions, knowledge and skills, assessments, and resources. The intent of this curriculum audit is to determine overlaps and gaps in
subjects or concepts. Based on identified overlaps, professors will determine if the overlaps are complementary or redundant and what, if any, action should be taken.

Improvements to the Curriculum and Instruction program include an expanded set of cohort designs with flexibility of delivery options to meet the needs of a variety of adult learners. The use of Blackboard and two-way video enhances NNU’s ability to make adaptations for candidates in remote areas. In addition, the assessment plan for the C & I program was refined to show the alignments among the critical social model, the University outcomes and program outcomes. As with undergraduate programs, the C & I program systematically infuses multicultural learning experiences across the curriculum to increase the program’s development of cultural competent teaching skills.

Areas of challenge include:
1. The lack of a webmaster to help maximize the awareness of and accessibility to program information is limiting.
2. The Jenzabar CX administrative software system requires a time-consuming process to enter data and get software programs to communicate with each other.
3. Offices, while adequate, are difficult for candidates to locate.

**MASTER OF EDUCATION: EDUCATIONAL LEADERSHIP**

**Purposes**
The Educational Leadership (EL) program is designed for practicing educators seeking formal educational leadership roles as building-level principals, vice principals, or instructional team leaders. The emphasis is on the principal as an instructional leader. Skills appropriate to goal setting and maximizing human potential, the unique aspects of an organizational structure, and the management tasks of an administrator are developed. The EL program strives to provide aspiring educational leaders insight into the needs of all their constituents and an understanding of how meeting those needs enhances learning by all students.

**Description**
The Master of Education Educational Leadership major is offered utilizing a cohort model. This major provides educators with the opportunity to complete a master’s degree while teaching full-time. The EL program includes 13 courses totaling 40 semester credits that feature traditional coursework along with a research and internship requirement. In addition to the coursework, which takes 15 months (two summers and one school year), students must complete an action research project, as well as a year-long internship in a school setting under the supervision of a qualified building principal. The internship assignment must be approved by the school district and the NNU program director.

In contrast to previous years, one faculty member directed both the Educational Leadership and C & I programs during the 2005-06 year. With the hiring of new faculty, the EL program will have its own program head again in 2006-07. The program utilizes six faculty members who are employed full-time by the University, five of whom have terminal degrees with one a year away from completion. Four adjuncts teach courses required in the EL program; three of the four have experience as district level or building administrators. The program shares a full-time secretary with the C & I and EC programs and approximately 10 hours per week of student assistance.

The program director’s office is located in the Graduate Studies in Education building, along with the program directors for the Exceptional Child and Curriculum and Instruction programs. Most on-campus courses are taught in assigned classrooms in the Wiley Learning Center. All of these classrooms contain computer teaching stations and data projectors; some classrooms also contain SMART Boards to facilitate instruction.
Significant Changes
The EL program was reconfigured into a cohort model that maximizes the use of resources and results in increased interest and enrollment. Admission requirements and processes were refined to maintain the high quality of candidates being enrolled in the program.

Another significant change in the program is the addition of the program for Special Education Director and Related Services certification. In Idaho, this is an endorsement added to a School Administrator certificate. The program requires a blend of course work in the Educational Leadership and Exceptional Child programs, along with an additional three courses. The first courses were offered during the summer/fall 2005, with the first group of candidates completing their coursework in December 2005. The preliminary state review for this ancillary program was held in June 2005, with approval granted in March 2006.

Support services are improved. The program assistant’s work schedule was adjusted in 2004 from the normal University office schedule in order to better serve students and faculty. During the 2004-2005 school year, there were significant changes in two of the offices that directly support the graduate programs – the Business Office and the Financial Aid Office. In both cases, additional staff, whose primary responsibility is working with graduate students, was hired. The changes in support services received favorable comments on surveys of graduates.

The recent acquisition of additional technology and video-conferencing equipment and expertise allows the University to deliver courses to remote areas of the service area through video-conferencing and online delivery packages. Also, in response to previous accreditation and self-study processes, the need for increased Library resources and services for graduate students was addressed by adding a professional librarian and technological capabilities in the library.

Analysis and Appraisal
Although none of the courses offered in the program meets any of the undergraduate program requirements for GE or education majors, candidates in other graduate education courses, both within and outside the institution, often take selected courses from this program to meet elective requirements. Several of the courses are also offered as components of the other graduate programs in the Department of Education, thus making efficient use of instructional resources.

The number of students in the program increased as a result of the implementation of the cohort model. Prior to the implementation of the cohort model, class sizes varied from 4 to 15 and planning was very difficult. Following the implementation of the cohort model, the courses averaged 15-18. A new cohort starts in June of each year. The size of the cohorts consistently runs between 8 and 12. The most recent cohort started in June 2006 with 17 candidates.

Another significant group of candidates is the group of “certification only” candidates.

One of the strengths of the EL program is the combination of the use of current school administrators and full-time faculty to teach courses. The current and relevant experiences of the school administrators are enhanced by the research and experience of full-time faculty members. Two of the faculty members have experience as building administrators, one has experience as a district superintendent, and one has experience as a district special education director.

The quality of teaching in the department is evaluated utilizing a variety of data: direct feedback to the professors or program director, student course evaluations, and graduate survey results. Course evaluations are generally very good. Mean scores on the graduate surveys from 2002 to 2005 indicate an increased level of satisfaction as a result of program changes implemented following the changes made from suggestions found in previous evaluation documents.
One challenge for the program is the lack of human resources dedicated solely to this program. While the major responsibility of the program director lies in the Educational Leadership program, the position includes other administrative duties within the University structure.

**Master of Education: Exceptional Child**

**Purposes**
The Exceptional Child (EC) program is designed for classroom teachers who hold elementary, secondary, or special education certification and wish to gain further expertise and/or become certified to teach exceptional children. The program focuses on research, its application, and design and implementation of instructional methods for children with exceptionalities. Each student is expected to identify a specific topic of interest, conduct action research, and share the findings with other educators.

The program is grounded in the conceptual framework—the critical social model—that strives to prepare educators who understand the backgrounds from which students come to school, and work tirelessly as advocates to provide equal access to a solid education for all students. The congruence between this conceptual framework and the four University outcomes of Christlike Character, Academic Excellence, Creative Engagement, and Social Responsiveness is striking. These foundations, along with alignment with state standards, form the basis for this very strong graduate program.

**Description**
The Department of Education offers the Master of Education, Exceptional Child degree and also serves students who seek certification in the field of Special Education. The goal of the program is to prepare general and special educators to implement special education policy, be educational leaders, and design and implement educational plans for students with disabilities that address each student’s individual strengths and needs.

The program is offered in a cohort design that promotes collegiality among students. The cohort provides a learner-centered environment for the students and allows them to focus on relevant educational topics and skills. Most of the courses offered in this program are designed to meet the needs of the degree candidates, with some overlap with course requirements of the other Master of Education programs. The internship has two options: one option for educators currently teaching exceptional children in the classroom and one option for individuals not currently teaching exceptional children.

The EC program has a full-time Program Director who serves as student advisor to all EC students. Four NNU faculty members teach seven courses (including the internship). All hold terminal degrees. There are five adjunct professors who are teachers, administrators, or service providers in public K-12 education. One holds a terminal degree and the remainder are clinical adjuncts with master’s degrees.

The Program Director’s office is located in the Graduate Education building, which includes an office for the administrative assistant, student assistant, and two other graduate faculty offices. It is located in a duplex on the north edge of the campus, with street and off-street parking for students.

**Significant Changes**
The EC program was changed from an undergraduate program to a graduate program in 1999. All graduate curriculum, policies, procedures, and budgets were created or adapted from current graduate policy at that time. To accommodate this change, no new full-time faculty members were hired, and no new facility requirements were needed. As a result of this change, the enrollment grew from 1-3 students per year in the undergraduate program to 12-16 students per year in the graduate program, resulting in increased student faculty ratios and improved efficiency and productivity.

In 2005, at the request of a past student, the EC and EL programs investigated starting an ancillary program for an endorsement for
Director of Special Education and Related Services. An informal survey of current EC cohorts indicated a high degree of interest in the program, so the decision was made to create this program. This involved combining courses from the two programs, plus adding a three-credit course, a two-credit seminar, and a three-credit practicum. The typical track for a student in the EC program is to complete the master’s degree in Exceptional Child, complete the certification only requirements in Educational Leadership, and take the additional coursework for the Special Education Director.

Beginning in August 2006 the Curriculum and Assessment course will be replaced by the Instructional Models course in an effort to improve the instructional repertoires of special education teachers. The Department of Education supported this change, and it was approved through the institutional process.

Analysis and Appraisal
One of the goals of the EC Program Director is to improve the education of exceptional learners in the school setting. By design, this program gives local teachers immediate help in working with students with exceptionalities, as well as long term information to raise their overall knowledge of special education theory and practice to the master’s level. The quality of the EC program is maintained by meeting the Idaho State Standards for Special Education Generalist. Each candidate is assessed against these standards. In addition, the critical social model as articulated through ten principles on which all graduate education programs are based aligns with the institutional mission and goals.

All faculty members in the EC program are highly qualified. Those who do not have a terminal degree, at a minimum, have a master’s degree, and more importantly, they have accumulated many years of experience in their areas of instruction. An area of perceived weakness is related to the number of adjuncts used in the program. Although they are all highly qualified in their field, off-campus adjuncts are sometimes hard for students to contact. They also do not always have a clear grasp of the goals and direction of the Department of Education and the program as do full-time University faculty.

One indicator of the quality of teaching in the Exceptional Child program is the pass rate of the state Praxis II tests, which are aligned with the Idaho State Teacher Standards. All students taking the tests after completing the course work have passed the tests. Further evidence for teaching quality is revealed in student evaluations of the courses. Feedback on advising in the program is very positive. The rate of students completing the program is extremely high. None of the cohorts had more than one student drop out of the program before the course requirements were completed.

The library staff at NNU provides great service to the graduate students, and the interlibrary loan service and licensed databases allow students to gain access to the materials they need. The Registrar’s Office made great improvements in working with graduate students and the Financial Aid Office worked hard to provide good service. There were problems with service for graduate students in the Business Office, but these problems are being addressed.

Graduate students must meet admission standards that are continually being evaluated and improved. The general quality of students in the EC program was average to above average. Almost 100 percent of the students are already employed when they enter the program, making job placement an inadequate measure of success of program effectiveness. One former student is working on a doctorate, and one is working on a law degree. Several others are actively planning to enter doctoral programs. A noticeable trend from the first three graduating cohorts is that many program completers moved to other school districts and/or jobs of higher responsibility. One outstanding graduate was hired as the Director of Student Teaching at NNU for the 2006-07 school year.

In addition to the standard course evaluation instruments used by the University, written comments proved to be the most helpful in making adjustments in the courses. Instructors read the comments and feedback and make
adjustments to future courses. Instructors are also encouraged to use additional in-class evaluations to become aware of the students’ needs during the course. The Program Director holds periodic advisory board meetings to garner suggestions for improving the program.

A major strength of the Department of Education is the quality and dedication of the faculty and the staff. Faculty members demonstrate caring and concern for the quality of their instruction, for the students’ learning, and for their well-being. The department is committed to adding diversity to the content of the courses to better prepare students for the situations in which they will teach.

**MASTER OF EDUCATION:**
**READING (ONLINE)**

**Purposes**
The Master of Education in Reading program is designed for kindergarten through twelfth-grade classroom teachers, who hold elementary, secondary, or special education certification, and who desire to improve their reading instruction and literacy leadership skills. This program also qualifies candidates for certification for a Reading Endorsement.

The Master of Education in Reading program is a professional, graduate-degree program that endeavors to develop its students’ competence to interpret, organize, and communicate knowledge related to the topic of reading and reading instruction. Based on current research, best practices, and state and national standards, the program equips K-12 teachers to do the following:
- Plan and implement instruction, beginning with pre-reading skills through advanced comprehension, to assist diverse learners to achieve competence in English literacy.
- Use data from multi-faceted assessments to impact student achievement.
- Evaluate and use published research and results from action research to inform instruction.
- Serve as resource and instructional leaders within individual schools and districts.

**Description**
The Master of Education in Reading program was designed by experienced and knowledgeable experts in the areas of reading. The program uses a cohort model to deliver instruction online over a 28-month period and includes three online or on-campus summer sessions in which all participants spend five days focusing on orientation to the program, learning about LiveText Electronic Portfolios and required Action Research Projects, and preparing for and presenting LiveText Electronic Portfolios Action Research Projects. Students also participate in community-building activities and reflect on their learning experiences. Collecting and analyzing data in ongoing action research is a significant portion of the program.

Blackboard course management software and LiveText are utilized to conduct the courses, deliver instructional content online, and collect and share assignments and reflections. Course instructors include members of the NNU faculty and highly-qualified adjuncts. Technical support is provided by personnel from the IT Department.

The primary individuals involved with the program include one full-time faculty member who directs the program and instructs courses, one additional full-time faculty member who provides instruction as part of his load, and two off-campus adjuncts. Both of the full-time faculty members have terminal degrees, and both of the adjuncts hold a Master of Education degree.

**Significant Changes**
The Master of Education in Reading is a newly-developed program with coursework for the first cohort launched in the summer of 2004. A second cohort was started in August 2005, with additional cohorts continuing to be launched each summer. During the initiation phases of the program, enrollment was limited to candidates from Idaho and eastern Oregon; however, the incoming cohort includes
candidates from such distant locations as Washington, Tennessee, and Virginia.

Analysis and Appraisal
Start-up funding was provided by a grant that allowed hiring very knowledgeable and experienced educators to design the courses for the program. All courses were designed with content and course goals prior to institutional approval. The program was also approved for start-up by the NWCCU.

Due to the recent birth of this program, data regarding the effectiveness, applicability, and usefulness have not yet been collected. Formal course evaluation and informal feedback from candidates participating in the first summer session and online courses is complimentary.

During the 28-month program, many of the students spent three one-week Summer Residencies on campus during which time they spend every day and evening with their advisor and meet with many resource personnel. During the week-long Summer Residencies, the physical facilities served the cohort members very comfortably. The online technical support staff generously supplied direction and leadership. The computer lab provided adequate individual computers for all members throughout the day and evening. The NNU Library provided a tour of its holdings and a two-hour training sessions related to accessing online and print materials. The Summer Residencies are now available on campus as well as in online courses for students who live significantly far from campus or who have scheduling conflicts.

The Program Director took steps to make the program available to participants beyond the perimeter of Idaho. Various approaches to marketing the program to interested teachers through the Idaho Department of Education and various online and face-to-face visits were incorporated. These include participating in an Association of Christian Schools International Conference, advertising in western Washington school districts, promoting at several graduate fairs, working with a university marketing consultant, and preparing to attend a “marketing” conference.

MASTER OF SOCIAL WORK

Purposes and Outcomes
The central mission of the Master of Social Work (MSW) program is to prepare graduates for advanced micro and macro practice, professional leadership, and lifelong learning by providing a knowledge-based and value-informed education that emphasizes advanced practice with oppressed populations living in rural and small town areas. Coursework stresses alleviating injustice, discrimination, and poverty; creating social policies and resources that will help meet basic human needs and enhance the quality of life; and assisting in the creation of accessible, responsible, and accountable human service programs.

The structure of the program includes a series of overarching themes supported by program goals, general objectives, clinical practice objectives, and concentration objectives all aligned with the stated mission.

Description
The Department of Social Work offers a Master in Social Work degree for professional social workers. All courses taught within the MSW program are designed to meet graduation requirements for an MSW degree. None of these courses meet any of the GE requirements of the University.

Six faculty members have all of their teaching loads assigned to the MSW program, and one faculty member has her teaching load split between the BA and MSW programs (1/4 of her time in the BA Program). In addition, one faculty member teaches four credits (seven credits on an alternate year basis) as an adjunct appointment. As required by the Council on Social Work Education, all seven of the faculty members have a Master of Social Work degree and at least two years of professional social work practice following the receipt of the degree. In addition to MSW degrees and professional social work practice, four faculty
members have doctoral degrees, one is ABD, and the remaining two are enrolled and actively pursuing doctoral degrees. The department also has a full-time administrative assistant and a half-time secretarial/clerical staff member.

The department utilizes classroom spaces as assigned by the Office of the Registrar and its needs are served well in this manner. The graduate courses are taught in Thursday and Friday evenings and Saturday slots, which generally prevent conflicts with the high demand periods for classroom space. The department has nine private offices located in two adjacent buildings. In addition, there is a conference room, a small space for a library of resources for social work students, and two small kitchen areas. The office facilities are functional for the purposes of the department. The two older buildings do present some challenges in both the appearance and maintenance.

**Significant Changes**
Changes in the Department of Social Work in recent years include the development of the MSW program and the addition of courses and faculty to meet the accreditation guidelines of the Council of Social Work Education (CSWE). The BA program remains similar to the appearance it had at the time of the 1996 accreditation report. The MSW program plans to add a concentration in Gerontology in the fall of 2006. The Program will also add three post-master’s certifications in Gerontology, Drug and Alcohol, and School Social Work over the next two years.

The MSW program has been involved in ongoing tasks related to initial accreditation by CSWE and thereby was engaged in numerous adaptations and improvements. The first courses in the MSW program were offered in the fall of 2000. Thus, the development and implementation of the MSW program was a major shift for the department in recent years. In the process, the department committed itself to offering a social work degree that carries the accreditation seal of the Council on Social Work Education. The professional accreditation decision drove the shaping of the curriculum, the field education requirements, the student and faculty ratio hiring plans, and the linkages the program has with local, state, and national social workers and social work organizations.

The department moved from a two-person faculty and a part-time secretary to a nine-member faculty and a one and one-half person support team. Both the personnel and operating budgets are very different from the reports contained within the 1996 self-study documents. As a result, the faculty and staff now occupy nine offices, including one full office building and one-half of an adjacent office building.

**Analysis and Appraisal**
At the present time, the program is utilizing and constantly refining nine assessment tools for the purpose of measuring outcomes related to the program’s 16 objectives. When viewed as a whole, the program asserts that these measures provide significant evaluative information related to each of the program’s 16 objectives and that this information is continuously reviewed and utilized in programmatic development and improvement indicating that the program does have a specific plan and there are procedures in place for measuring each of the program’s objectives.

The program continues to place a significant emphasis on assessment and improvement. The faculty as a whole and the program coordinator meet for three hours each week for programmatic review, evaluation, planning, and development. Additional committees and faculty units meet throughout the week for the purpose of program development and improvement. Students (individually or as a group) have the opportunity throughout the semester to bring their concerns or ideas to staff meetings either in person or via letter or email. Once a month, the school dean and department chair are invited to join the MSW staff meeting. Each semester (three semesters per year) the program’s faculty members participate in a day long “working retreat” that allows them to review the program’s objectives, update curriculum materials, and discuss the effectiveness of core courses offered as part of the sequence. The retreats also provide a block of time to allow faculty members to work on
initiating or changing program policies and address issues related to field instruction based upon available data collected and evaluations from students, faculty, and administration.
SCHOOL OF HEALTH AND SCIENCE

Purposes and Outcomes
The School of Health and Science provides programs related to the sciences, mathematics, and health to prepare students to become God’s creative and redemptive agents in today’s world. The school continues to integrate the University’s student outcomes into the framework of learning, discovery, and service with a foundation in Christlike Character. In addition to educating majors, the departments contribute to the GE curriculum.

Description of School
The School of Health and Science was created in 1999 to administer the Departments of Biology, Chemistry, Kinesiology, Mathematics and Computer Science, Nursing, and Physics/Engineering when the institution moved to university status. With the dissolution of the School of Academic Resources in 2006, the Army ROTC program (Department of Military Science) was reassigned to the School of Health and Science. Health and Science delivers exclusively undergraduate bachelors degrees and sustains approximately 30-35% of the University’s undergraduate majors. The school is led by the school dean and each department is led by a department chair. The dean and the department chairs meet bi-weekly or when needed for school business. The School of Health and Science faculty (25 regular and approximately 20 part-time/adjunct) meets monthly for University updates, committee reports, and to sustain faculty connections within the school. Of the 25 regular faculty members in the school (including one assigned officer for the Army ROTC program), four do not have terminal degrees. All of the science faculty members are doctorally-qualified.

The school departments are located in three building on campus: The Math and Science Departments are located in the Science Building; the Departments of Kinesiology and Military Science are located in the new Johnson Sports Center; and the Department of Nursing is located in the Emerson Administration Building. The Board of Trustees recently approved the next building project for the University to update Science and Nursing with new and remodeled facilities.

Nursing
The Department of Nursing was formed in 1999 as a University initiative to respond to the local community’s need for bachelor’s degree trained nurses. The department received accreditation from the Commission on Collegiate Nursing Education, a part of AACN, in 2002. Mercy Medical Center donated funds for the equivalent of one faculty member ($65,000) each year since formation. The remaining Treasure Valley hospitals, St. Luke’s, St. Alphonsus, Elks Rehabilitation, and West Valley Medical Center combined to contribute an additional $60,000 for the past four years. Student enrollment for the Nursing major has steadily increased since it was formed, and the program was taken off pro forma budgeting in 2004 and is now NNU’s largest undergraduate major with approximately 140 declared majors. The department is continuing to expand the number of majors accepted into the nursing program from an average of 20 to 40 each year. The department has a full-time chairperson to administer the program and maintain community and clinical connections.

Kinesiology
The Department of Kinesiology joined the School of Health and Science when the University was restructured from divisions to schools in 1999. The department has two full-time faculty members and also utilizes University athletics coaches on a partial-load basis for teaching both upper and lower division courses. The department has approximately 60 majors with about half of the students majoring in Kinesiology-Education.

Science and Mathematics
The Natural Science Departments, as well as the Department of Mathematics and Computer Science, conducted significant modifications to the curriculum in the 2005-06 academic year. Science and Mathematics have approximately...
140 majors with majors in Biology being the largest group. Each department also has a major for Secondary Education. Most pre-medical students major in biology or chemistry and have a very high success rate for entrance into medical school (85% for students that took the MCAT in the last 10 years). Admission into graduate school is almost 100% with only one student not being accepted in the last 10 years. The departments’ research model and the practice of use of upper division students as teaching assistants are contributing factors to this success rate.

The University moved toward a standardized three-credit lecture and one-credit laboratory model for science and math courses. Exceptions were made with a limited number of courses such as MA 251 Calculus I and MA 252 Calculus II to remain as a four-credit lecture. Each major was required not to exceed 30 credits within the department and a total of 40 credits required. Reorganization in the Departments of Biology and Chemistry resulted in the elimination of the joint major between the departments. Biology added a pre-medical emphasis that includes Biochemistry, previously taught out of the Department of Chemistry. The school also eliminated two additional interdisciplinary majors, Mathematics and Natural Science and Physical Science-Education due to a lack of student interest. University Catalogs prior to 2006-07 had Natural Science (NS) courses designed for the general student. These courses included NS 101 Descriptive Astronomy with lab, NS 103 Earth Science with lab, NS 102 Environmental Science, and NS 201 Science from Space with lab. These courses are currently incorporated into their corresponding departments. NS 201 Science from Space was developed in 2000, following funding from the NASA-NOVA program to enhance science education for Elementary Education majors. NNU’s course concentrated on enhancing inquiry and hands-on experimentation with Elementary Education majors. The funding for the development of this course allowed for equipment, supplies, course development, collaboration between science and education professors, and release time to teach the course for one year. The University supported this course until the spring of 2006. Currently, the fundamental pedagogy of the curriculum is being integrated into each science course that Elementary Education majors take.

Concurrent Credit
The Departments of Mathematics, Chemistry, Biology, and Physics offer course work in area high schools under the Concurrent Credit Program administered by Extended University Services.

Undergraduate Student Research in Science
Most students graduating with the Bachelor of Science degree participate in research with a faculty member either during the school year or during the summer. Students participating in research are required to present their project results in an annual senior seminar symposium. The senior symposium is a two-day event that begins Friday evening in the spring semester with a banquet and keynote speaker and concludes with Saturday morning presentations of all research students. Course credit is given for both research and for the final presentation of their research in an oral presentation. A written thesis is required to graduate with honors, which is a change made for the 2006-07 Catalog. Previous Catalogs required a thesis for each graduate.

Science Grant Activity
Faculty members in the School of Health and Science were successful in securing funding from outside sources for both educational endeavors and for science research. The M. J. Murdock Charitable Trust began funding NNU to support faculty-directed undergraduate research approximately 15 years ago. The first grant was awarded to Science for equipment,
facility improvements, and summer salary for faculty and students to initiate undergraduate research. As new faculty was hired, the expectation of conducting undergraduate research and pursuing outside funding was established. As a result of this effort, faculty in Science submitted multiple proposals and received funding from both private and government of sources. In 2004-05, over $500,000 was received in outside funding for research and education in science. The National Science Foundation and the M. J. Murdock Chartable Trust each donated approximately $90,000 to purchase a high field Nuclear Magnetic Resonance Spectrometer for the Department of Chemistry.

The most significant recent funding source is from the NIH-INBRE program to enhance biomedical science in Idaho. This grant provides resources to each research institution in the state for biomedical research in the area of cell signaling. The major goal of the grant is to fund faculty members who require assistance to achieve the level of research required to receive NIH funding. The grant allowed the Departments of Biology, Chemistry, and Mathematics and Computer Science to purchase needed research and teaching equipment, support undergraduate research, and fund two new positions: one in Biology and one in Computer Science-Bioinformatics. A complete list of grant activity is provided in the Exhibit Room.

Outreach
One of the objectives of the school is to improve education for math, health, and science literacy in the community. The school has three student organizations: the Pre-med and Nursing honors program (Alpha Epsilon Delta), the Physics Club, and the Chemistry Club. Each student organization has a community outreach component. The Departments of Nursing and Kinesiology each sponsor health fairs: one in the fall for NNU students and one in the spring for children in the community. Science sponsors two community programs, the Science Olympiad and the Jason Project. The school also sponsors the FIRE-UP program with funding from the Bureau of Land Management to conduct a field experience for high school students during the summer.

The following pages provide a description of each of the school’s departments. Additional information about each program may be found in the exhibits and in the University’s Undergraduate Catalog.

DEPARTMENT OF BIOLOGY

Purposes
The primary purpose of the Department of Biology is to prepare graduates to continue their studies in professional or graduate schools, or to begin working in the various fields of biology. This preparation includes developing writing skills and learning the current methodology and content associated with the field of biology. In addition, opportunities are provided for majors and non-majors alike to develop an appreciation of the earth’s biodiversity and natural systems. Students are expected to acquire a basic informational framework that allows them to make informed decisions relating to personal health issues, community policy, and national law.

Description
The department offers majors leading to the Bachelor of Science (Biology and Pre-physical Therapy) and Bachelor of Arts degrees (Biology and Biology-Education jointly administered with the Department of Education). A minor in Environmental Science is available, as are suggested courses of study and advising for students hoping to enter into professional programs including dental hygiene, physician assistant, veterinary medicine, dentistry, and pharmacy.

The department offers General Education (GE) courses that seek to meet the needs of specific departments on campus, while at the same time providing for the needs of all liberal arts students. The department offers a series of courses for Nursing students (see below), and BI 103 Human Biology for Social Work majors. The needs of the general constituency are served by the previous courses as well as BI 103 Earth
Science. Finally, topics courses such as BI 294 Amphibians of Idaho and BI 420 Birds of Prey are offered to meet both the needs of majors as well as non-majors.

Biology currently has 4.5 FTE faculty positions. As a result of the Academic Program Prioritization Process, the Biology faculty was reduced by 1.5 FTE positions; however, the INBRE grant added one research position in Biology. The research hours are divided among three faculty members. Offices, research space, instructional laboratories, and classrooms are located in the Science Building with additional classroom instruction occurring in neighboring buildings.

**Significant Changes**
The reintroduction of the Nursing program in 1999 required that changes be made to the course offerings in Biology. Additional sections of BI 242 Microbiology were added to meet the needs of Nursing students. Traditionally, Biology students had a full year of BI 221/222 General biology while Nursing students took the course concurrently with BI 201 Human Anatomy and Physiology. The department addressed this concern by offering two microbiology courses. The two courses share a lecture component, but have lab instruction and activities specifically designed to meet the needs of each respective major. Changes to the Human Anatomy and Physiology program include additional sections and the addition of a cadaver component. The addition of cadavers provided for the creation of a new upper division laboratory where students prosect the cadavers in preparation for the BI 201L/203L Human Anatomy and Physiology Labs. Two other courses were added to the curriculum as a direct result of the nursing program: BI 382 Pathophysiology and NU 304 Pharmacology (this course was recently moved under the auspices of the Department of Nursing, but will be taught by Biology faculty). A faculty position was added to Biology in 1999 in recognition of the impact of the Nursing program on Biology’s enrollment. The new position eliminated a teaching fellow position that supplied support in laboratory areas.

As part of the Academic Program Prioritization Process, course offerings and the structure of the Biology majors were evaluated. The result was the formation of four different emphases that are associated with the Bachelor of Science in Biology degree. A core set of biology content/courses was identified, and professors with expertise in each domain then proposed the remaining curriculum for each emphasis. The emphases include: Pre-med, Cellular/Molecular, Ecology/Biodiversity, and General Biology. This approach facilitates student preparation for participation in graduate and professional programs.

A minor in Environmental Science was added to the curriculum. NNU courses are supplemented by utilizing courses available through off-campus resources such as Au Sable Institute of Environmental Science.

The Biology/Chemistry major was initiated but will be discontinued as a joint major in Biology and Chemistry and was redesigned as one of the previously mentioned emphases, the Pre-Medical Emphasis.

**Analysis and Appraisal**
Space for classrooms and laboratories is very restricted in the Science Building. With the addition of the cadaver laboratories and increased enrollment in BI 242 Microbiology, rooms that were used as both classrooms and laboratories were reconfigured for use primarily as laboratories. The construction of the Science Building with its pilasters makes movement in these rooms restrictive. The nearby Helstrom Business Building has excellent multi-media capabilities and has eased classroom space needs. The recently remodeled “Outback Room,” located behind the Science Building, is equipped with large tables allowing field specimens to be manipulated and left out for extended periods. The three most pressing areas related to space are the need of adequate storage space, the need for adequate laboratory preparation, and instructional space. The presence of freezers in the hallways, the deterioration of mounted specimens, and the lack of proper storage areas for lab paraphernalia...
are symptomatic of the storage problems facing the department.

The faculty members all hold doctorates in the area of Biology and are able to cover the curriculum in Biology by combining sections and by moving a number of upper division courses to an alternating year schedule. Faculty evaluation is carried out in the University’s review process and involves peer review, student evaluation, and administrative responses. Course evaluations have generally been in the two to four range on a scale of zero to five.

Comparison of GRE and MCAT scores with those of other graduating seniors in the U.S. indicates that as a whole the graduates of the program are scoring at or above the national average. The ETS Biology Field Test given to all seniors in the program indicated weaknesses in the teaching of evolution and ecology. These weaknesses were addressed by adding BI 324 Plant and Animal Ecology to the core requirements for all majors (previously it was an elective). In addition, a new course BI 374 Origins was added to the required core course offerings. This course will explore a variety of origin hypotheses, but the emphasis will be on organic evolution.

The department experienced a number of changes in the past decade including the retirement of two longtime faculty members, the loss of one and a half faculty positions, the subsequent re-distribution of teaching load, the recent reorganization of the majors (emphases, etc.), and an increased emphasis on faculty research. Although change can be difficult at times, the department anticipates many positive impacts on student learning and faculty development. The department is currently exploring a number of assessment approaches to allow critical and objective evaluation of the effects these changes make on the graduates and faculty. In general, faculty members are excited, motivated, and optimistic about the future of the department.

**DEPARTMENT OF CHEMISTRY**

**Purposes**
The Department of Chemistry provides majors with a thorough preparation for graduate school and/or professional careers in chemistry science. The department also services Biology, Nursing, and Physics, as well as general students. The “learn by doing” philosophy is an essential component to the pedagogy of the department. Laboratories are a critical component of each course, and each student is involved in research activities with faculty mentors. The mentoring process fosters the development of Christian character in the context of this scholarship. Faculty/student research is supported through grants from INBRE, Murdock, NASA, American Chemical Society, National Science Foundation, and from institutional endowments for undergraduate research.

**Description**
The Department of Chemistry offers majors leading to either a Bachelor of Science or Bachelor of Arts degree. Majors in Chemistry with an emphasis in Biochemistry or Environmental Science and a Chemistry-Education degree are offered. The joint major with Biology (B.S. degree in Bio/Chem) was discontinued in 2006. Chemistry courses are required for majors in three areas outside of Chemistry: Nursing, Physics, and Biology. Special courses are designed with pre-nursing students in mind. The GE Program is supported by offering CM 106 Chemistry for Citizens. This course does not require previous experience with chemistry.

The department has three full-time faculty members. Currently one member serves as the Dean of the School of Health and Science. All three faculty members hold doctorate degrees in Chemistry. All three have also had funding for research from sources outside NNU.

The department is located on the third floor of the Science Building and includes faculty offices and one large and one advanced teaching laboratory. The floor has a shared instrument laboratory and a nuclear magnetic resonance (NMR) laboratory, and two small research
laboratories assigned to individual faculty members. The department maintains instrumentation needed for undergraduate student learning and research, including NMR, GC-mass spectrometer, ultraviolet visible spectrometer (UV-vis), high pressure liquid chromatography (HPLC), infrared, atomic absorption, and fluorescence.

**Significant Changes**

Through the recent Academic Program Prioritization Process, one faculty member along with the biochemistry curriculum was transferred to the Department of Biology. The introduction of the Biology/Chemistry major contributed to a decline in the number of Chemistry majors. With the elimination of this joint major in 2006, those students whose interest is aligned with just chemistry will have a more thorough education in chemistry and thus better preparation for graduate schools and careers. Other possible factors that could have played a role in the decline are lack of scholarship monies and unattractive facilities in comparison with competitors. The department hopes that personal attention and student involvement with research, as well as the planned new facility, will reestablish the enrollments to previous levels. The faculty is well suited for mentoring students in research.

The Chemical Hygiene and Safety Committee, formed in 1998, helped make significant improvements in recent years. Waste products were reduced in the organic chemistry laboratories by the use of microscale techniques. Previous accumulations of waste were disposed and systems are in place for the proper and safe disposal of waste products.

The initiation of the Nursing major resulted in increased enrollment in CM 120 Principles of General Chemistry and CM 121 Principles of Organic and Biochemistry. The Nursing major does not require Principles of General Chemistry but this course or adequate high school preparation is required to enter Principles of Organic and Biochemistry. One faculty member was hired in 1999 to teach these courses.

In recent years, the department significantly improved the availability of state-of-the-art large instrumentation, including NMR, HPLC, inert atmosphere glove box, and UV-vis for student use. The majority of these instruments were obtained through grants from private and government sources. In 2000, one of the teaching laboratories was reconfigured to accommodate 24 students rather than 18. The laboratory is equipped with 12 computer stations to accommodate pairs of students at each bench. These computers control and process data from various Vernier probes, including pH, temperature, pressure, colorimetry, and conductivity.

In cooperation with the institution’s Concurrent Credit Program in high schools, a faculty member makes periodic visits to high school classrooms, confers with the participating high school instructors, and evaluates the assessment tools used.

**Analysis and Appraisal**

National standardized examinations from the American Chemical Society are given as final exams in the CM 221/222 General Chemistry, CM 321/322 Organic Chemistry, and CM 331 Inorganic Chemistry courses. Recently, the department expanded administration of standardized exams as finals in courses also being taught as concurrent credit. Standardized scores for General Chemistry are above the 60th percentile in recent years (see figure below).

![General Chemistry ACS Standardized Final Exam](image)

The General Chemistry scores demonstrate that although NNU does not have a highly selective
The department was successful in obtaining equipment and upgrading facilities with limited institutional resources. During the last two years, the shortage of analytical balances was relieved with University funds. Other equipment was obtained through grants. The newly-obtained equipment is also causing additional strain to the department budget, specifically concerning the purchase of cryogens for the NMR.

The current laboratory schedule allows for six sections each week. The large lab can accommodate up to 24 students, and the advanced lab can accommodate 8 students. Any growth in the Nursing, Biology, or the Chemistry program will require additional facilities or night lab sections.

DEPARTMENT OF KINESIOLOGY

Purposes
The Department of Kinesiology offers students a program designed to prepare them with the knowledge and skills needed to fulfill a lifetime of Social Responsiveness by equipping them with increased physical efficiency, overall wellness options, and healthful living principles. Majors are provided with opportunities to develop a knowledge base of the human body and its movement functions and obtain specific skills and knowledge that prepares them for occupations in teaching, recreation and leisure, coaching, and kinesiology.

The department educates all students on wellness choices as part of the GE Program and provides instruction in both lifetime sports and heart healthy activities and exposes students to different types of physical activities.

Description
The department offers the Bachelor of Arts degree in Recreation and Sport Management and in Kinesiology-Education. Within Recreation and Sports Management, students may choose one of four areas of emphasis including: Athletic Training, Outdoor Recreation, Sport Management, or Kinesiology/Coaching.

The department supports the GE Program by supplying the KI 100 Fundamentals of Wellness course that is a required course, as well as various activities courses. The Fundamentals of Wellness course includes elements of fitness, nutrition, and disease prevention. As a part of the course, each student develops and initiates a personal wellness plan. The department also supports those education students who desire to coach at the secondary level through instruction and activities.

The department is staffed by two full-time faculty members. Three other individuals have part-time teaching assignments in addition to their coaching responsibilities including KI 100 Fundamentals of Wellness and accompanying laboratory courses with selected activity courses or major activity laboratory courses. The total full-time equivalent for the department is 3.25 faculty members. Adjuncts are hired periodically to cover activity course loads or when a specific expertise/certification in a certain area is required for a course (e.g., KI 452 Tests and Measurements in Physical Education and KI 344 Advanced Athletic Training).

Offices and classrooms are housed in the recently enlarged Johnson Sports Center. The facility includes two teaching classrooms, one wellness laboratory, a 3,500 square foot fitness facility, and a 25,000 square foot fieldhouse that can be used for instructional activities. Outdoor fields and facilities, as well as the nearby Nampa Recreation Center, are also utilized regularly for some of the activity courses.

Significant Changes
The Department of Kinesiology and the Athletic Department are no longer directed by the same administrator although they still share the same facilities. Each department now has a separate department chair. Since the departments are structured within the same proximity, both foster a collegial relationship as they share resources and personnel.
Since the last accreditation report, the department dropped the Recreation/Leisure Studies major. This program is now an area of emphasis within the Recreation/Sport Management major.

The graduation requirements for all Kinesiology majors also changed. Majors are now required to obtain American Red Cross certification in Lifeguard Training or Water Safety Instruction, are required to pass 9 of a battery of 12 fitness tests, and now take seven major activity labs (KI 264).

The aquatics program is no longer held on campus. The campus pool was closed because of escalating costs and the retirement of the faculty member in charge of the program. Aquatics instruction is now contracted with the Nampa Recreation Center. The aquatics certification organization is now the American Red Cross.

**Analysis and Appraisal**
The Department of Kinesiology has realized a significant increase in the number of majors since 2001 as a result of increased efforts in recruitment. In 2004-05, the department was recognized by the NNU Admissions Department as one of the top three departments for faculty contacts with prospective students.

The achievement of goals for current students is provided by use of specific measurable benchmarks, such as American Red Cross Certification in First Aid/CPR and demonstration of national norms for fitness levels. Kinesiology-Education majors had a 100% pass rate on the PRAXIS Exam in 2004 and 2005. The department began surveying alumni with initial results indicating that graduates have been generally satisfied with their kinesiology training.

The faculty members in the department are experienced and well-trained. One is a Certified Athletic Trainer, and the other has a doctorate and holds a current state teaching certificate. These added credential experiences benefit both instruction and advising. The two full-time faculty members carry a heavy advising load of approximately 35 students each.

Facility upgrades improved utilization. The new ropes/challenge course permitted expansion of recreation and instructional experiences. The addition of new weight machines, elliptical machines, and recumbent bikes improved the overall effectiveness of the facilities. The softball and track areas could benefit from improved handicap access.

**DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE**

**Purposes**
The Department of Mathematics and Computer Science prepares students to be mathematics teachers at the secondary level, attend graduate school in mathematics and computer science, or enter careers in mathematics and computer science. The department also supports other programs whose students require mathematical knowledge. The goal of the department is to expose students to mathematical ideas and thought in the framework of a GE requirement. In addition, the department provides developmental courses to bring students up to the mathematical proficiency level set by the University.

**Description**
The Computer Science program offers two majors: the Bachelor of Science, and the Bachelor of Arts. The Bachelor of Science major is more technical and covers the field in more depth. This option is intended for those who wish to have a more thorough understanding of computer science or for those who wish to pursue a graduate degree in computer science. The Bachelor of Arts major combines computer science with another area of study. Often students choose to do the complementary coursework in business.

The Mathematics program offers three majors: the Bachelor of Science, the Bachelor of Arts, and a Mathematics-Education major. The Bachelor of Science major is intended for those who wish to continue on to graduate school in
mathematics. The Bachelor of Arts major has several options and is intended to prepare students for employment in mathematics-related fields after graduation. In cooperation with the Department of Education, the department offers the Bachelor of Arts in Mathematics-Education. This degree is intended for students seeking certification at the secondary level.

The department offers courses required for education majors and other areas of the School of Health and Science. Business students may use MA 224 Elementary Statistics as a requirement. The Management Information Systems emphasis of the Business Administration major requires a block of 28 credits taught by the department. General students may seek assistance in passing the University’s mathematics competency requirement through enrollment in MA 090 Essential Mathematics or MA 095 Intermediate Algebra. The new GE requirement can be completed by taking MA 110 Liberal Arts Math or a higher-numbered course.

The department had six full-time positions for 2005-06. One math position will be cut in 2006-07. One computer science position is supported from the INBRE grant in the area of bioinformatics and 1.5 FTE positions remain in Computer Science. There are 2.5 FTE positions remaining in Mathematics. One Computer Science position is currently advertised, but unfilled.

The department is located on the main floor of the Science Building and includes faculty offices, three classrooms, and a general student laboratory of 12 computers. The bioinformatics area includes a 12-node Apple Workgroup Cluster.

**Significant Changes**

With the transition to the semester system, courses were deleted and consolidated. Mathematics courses were dropped as electives in the GE curriculum. This reduced enrollments in the 100 and 200 level courses. The University’s mathematics proficiency requirement is now measured by a minimum score on the ACT or COMPASS examination. This increased the demand for developmental courses that will assist students in preparing for the COMPASS examination. Starting with the fall 2006 semester, this requirement will be altered from a competency requirement to include a course requirement.

Staffing has remained at the same level during the past 10 years. The lead Computer Science faculty member completed a doctorate in Information Science. In the institution’s planned faculty reduction, the department will lose one Mathematics faculty position over the next three years to reflect reductions in enrollment. This will be done through voluntary reduction. The result will be fewer sections of some courses. During the same time period, the department added one Computer Science/Research position. This will be funded through the INBRE grant and should improve the delivery of the Computer Science curriculum.

The department has become very involved in the University’s Concurrent Credit Program, monitoring approximately 35 courses offered through the University. These involve four different University mathematics courses at 15 high schools.

**Analysis and Appraisal**

The department is well staffed. Individually, department members developed complete text materials for three courses (MA 130 College Algebra, MA 231 Discrete Mathematics, and MA451/452 Modern Algebra), as well as numerous course activities. They attended workshops to improve their understanding outside of their area of expertise to improve teaching in these areas.

The few students that seek to apply to graduate programs are successful. With one exception, students in Mathematics-Education passed the PRAXIS examination, and employment for the Mathematics-Education majors is nearly 100%. Employment for computer science majors is very good. For the Bachelor of Arts in mathematics, the records are incomplete.

The department recognizes that class sizes have diminished in both service courses and majors.
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It is hoped that a mathematics option in GE will help some course enrollments. Service courses for Physics-Engineering and Education will depend on a rebound of those majors. The department is forming a recruiting plan that will target students that can benefit from the program. Additional scholarship monies that were added in the spring of 2006 should be helpful in recruiting.

The department is adding to its traditional role of serving Math majors and other science departments by increasing the number of developmental courses (MA 090 and MA 095), adding a Liberal Arts math course (MA 110 Liberal Arts Mathematics), and supervising a large number of concurrent credit courses. The logistics of these changes are not completely accomplished and greater efficiency is required to handle this additional load.

The department cooperates with the University’s Concurrent Credit Program and offers to high school students the largest number of courses of any department at NNU. As a result, the concurrent credit duties, class visitation, and evaluation of preparation are consuming an increasing amount of time for faculty members. This requires one faculty member to have release time to evaluate preparation of participating instructors as well as to make classroom visits.

DEPARTMENT OF NURSING

Purposes
The Department of Nursing endeavors to prepare graduates to function as leaders for the profession of nursing. The department also strives to emphasize Academic Excellence and provide a foundation for professional nursing in the arts and sciences, while promoting a Christlike perspective and Christian worldview by facilitating the integration of faith and beliefs into the educational process.

In order to facilitate intellectual development, the Department of Nursing requires a foundation of GE courses. The department utilizes the professional standards defined by the American Association of Colleges of Nursing (AACN) in the Essentials of Baccalaureate Education for Professional Nursing Practice as the basis for development of leaders for the profession of nursing. Further, the department integrated into its curricular plan an emphasis on Christian values within professional nursing practice. These strategies are designed to meet the mission of the University and the Department of Nursing.

Description
The Department of Nursing offers a major leading to the Bachelor of Science degree. Because of the professional nature of the Nursing major, the department does not offer any GE courses. There are presently no elective offerings in Nursing, and a typical load for Nursing students is 15-16 credits per semester.

The department has six full-time faculty members, one half-time faculty member, and also utilizes a number of adjunct faculty members to service the courses. The department anticipates using eight adjunct faculty members during the fall 2006 semester. There are presently two full-time faculty positions that are vacant, and recruitment for these positions is ongoing. The department chair and one other full-time faculty are doctorally-prepared, and all other full-time faculty members have master’s degrees. The department has one secretary who services the chair and the faculty. One of the full-time faculty members has half of her load designated to serve as manager of the on-campus Nursing Learning Center. A student assistant also provides support for the Nursing Learning Center.

The Nursing offices, a Nursing classroom, and the Nursing Learning Center are presently located on the second floor of the Emerson Administration Building. Large Nursing courses are scheduled in other classroom buildings on campus. The Nursing classroom and Nursing Learning Center were converted into multi-purpose rooms. During spring 2006, the Department of Nursing spent approximately $10,000 from its budget to furnish a classroom in the Johnson Sports Center that will be shared with the Department of Kinesiology.
The Department of Nursing has formal, legal clinical contracts with numerous facilities in the Treasure Valley. Five of these clinical agencies provide financial contributions to the support of the Nursing program on an annual basis. All nursing programs in the Treasure Valley, select nursing programs in Oregon, and the clinical facilities meet twice a year to plan the most effective and fair method of sharing coveted clinical placements.

The Department of Nursing has an extensive evaluation plan that addresses at least 12 areas of the program such as facilities and resources, departmental outcomes, and student evaluation of clinical agencies.

The Nursing program is accredited by Commission on Collegiate Nursing Education (CCNE) and will have its next accreditation visit on November 15-17, 2006.

**Significant Changes**
Nursing was not a major at the time of the last full-scale accreditation visit. Since the introduction of the program, Nursing increased admission requirements to the major by raising cumulative GPA from 2.5 to 2.75, and now requires a high school level of mathematics and reading on the NET (Nurse Entrance Test).

Prior to 2004, the Nursing budget was controlled through a pro forma. The department budget is now on a regular budget status. In addition to the department budget, the Department of Nursing receives $125,000 annually from Treasure Valley hospitals and health providers to support nursing education.

**Analysis and Appraisal**
The Department of Nursing is accomplishing its stated purposes and goals. The graduation rate for students in the first three classes of Nursing is 98%. At the completion of the program, graduates are qualified to take the National Council Licensure Examination (NCLEX) – Registered Nurse. The NCLEX pass rate is 94%, which exceeds both the state and national pass rate. In addition, the AACN/EBI nursing exit survey is given prior to graduation. On a scale of 1-7, the first three graduating classes gave an overall satisfaction score to the program of between 5.38 and 6.49.

The first class graduated in 2002 and there are presently 76 graduates of the program. Nursing is currently the largest major at NNU. There is an increasing number of transfer students coming to NNU as surrounding nursing programs are filled to capacity. The percentage of traditional age students in the program is lower than most programs at NNU (about 60%).

A survey distributed to the first two classes of graduates indicates that 79% of the graduates are interested at some level in pursuing a master’s degree in Nursing. As a result, the department began dialogue regarding a graduate program in nursing; however, difficulty in recruiting qualified faculty is the major obstacle in achieving the goal of a graduate program.

The curriculum is evaluated based on the department evaluation plan. Faculty members determined that a new nursing curriculum was needed, and this new curriculum, which has a “family framework,” will be implemented in the spring of 2007.

The strengths of the Department of Nursing include a good reputation as a program that produces high quality graduates who are sought after in the health care community. The program has a strong commitment to provide close faculty supervision in the clinical areas and emphasizes in all courses spiritual care of the client. The department has an excellent cadre of adjunct clinical faculty members. Another strength of the department is the high rate of program satisfaction among the graduates.

The primary challenge for the department is faculty recruitment and retention. The salaries of NNU faculty are not competitive with what staff nurses are presently making, nor are NNU salaries competitive with other nursing programs in the area. When added to the salary challenge, the lifestyle requirements of NNU faculty, the pool of qualified persons who fit with the mission of NNU is very limited.
Another challenge is limited space in the Nursing Learning Center (skills laboratory) and Nursing classroom. However, when the Department of Nursing is relocated to the renovated third floor of the Science Building, the Nursing Learning Center and classroom space will be adequate to provide an excellent learning environment for the students.

**DEPARTMENT OF PHYSICS AND ENGINEERING**

**Purposes**
The goal of the Department of Physics and Engineering is to foster problem-solving skills for all students in the department’s courses. For majors, the department provides instruction in the methods, theories, and analytic skills needed for success in physics, engineering, and related fields. The GE student learns these principles by engagement with interesting topics.

Graduates of the department are expected to design and conduct research and make a public defense of their work. In the process of their training, students become proficient with a variety of software tools as well as technical equipment used in scientific or engineering inquiry. Graduates demonstrate the ability to write coherent reports of a scientific or engineering nature. This training prepares graduates to further their studies in engineering or physics or find employment as an engineer.

**Description**
The department offers two Bachelor of Science majors: Physics and Engineering Physics; as well as the Bachelor of Arts degree in Physics and a minor in Physics. A student can prepare to teach physics in the secondary school by taking a second teaching field in physics in conjunction with a first teaching field in another area.

The PH 111/112 College Physics and PH 211/212 Physics for Scientists and Engineering courses meet the needs of other programs within the School of Health and Science as well as the needs of majors. The GE Program is supported by offering PH 106 Descriptive Astronomy and the associated laboratory that has an enrollment of approximately 75 students per year.

The department has two full-time faculty members with doctorates and one adjunct professor with Senior Fellow status with training in aerospace and structural engineering. All three individuals have both teaching and industry experience.

All upper division major courses are taught in one room in the basement of the Science Building. This classroom doubles as a laboratory for all laboratory courses the department offers, other than those for the electronics courses. Storage rooms are adjacent to the laboratory and offices are nearby. The upgraded electronics laboratory has its own storage room and is located in the basement. There are two research labs adjacent to the offices. The machine shop contains a metal lathe and milling machine.

**Significant Changes**
Over the past 10 years, the department saw a decrease in full-time faculty members from three to two. Also, the staff had a complete turnover in membership. The department changed its name from “The Department of Physics” to “The Department of Physics and Engineering” to emphasize the commitment to engineering curriculum and to make transferring credits to other engineering schools easier.

The curriculum underwent a change with the shift from the quarter system to the semester system. All upper division courses are offered on an every-other-year basis. A course to initiate freshman to the expectations and profession of engineering/physics was started, and a course in Vibrations and Waves was introduced.

The number of GE courses the department offers dropped from four to one. This course, PH 106 Descriptive Astronomy with associated laboratory, now has a physics designation instead of natural science. The PH 101 Conceptual Physics, NS 102 Environmental Science, and NS 201 Science from Space...
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courses were removed due to the reduction of faculty members in the department.

Analysis and Appraisal
The graduates of the department are finding employment locally with technology companies; others are finding employment across the Northwest. Graduate school acceptance is high; only one student in the past five years who applied was not accepted. Schools who recently accepted graduates from NNU include: Georgia Tech, Carnegie Mellon, Purdue, and the University of Maryland-College Park.

All students take Major Field Tests, and scores are in the 30th percentile. The every other year offering of key courses may have some impact on the variability in Major Field Test and GRE-Physics scores, as NNU students do well in graduate school.

Research and academic advising loads increased with the increase in the number of students and decrease of full-time faculty positions. Fortunately, the Senior Fellow is willing to help in this area. It is a focus of the department to provide individual attention in advising.

Facilities and equipment for the teaching laboratories are lacking, although some help in updating equipment occurred recently in the form of monies to buy capital equipment and a recent budget increase from approximately $8,000 to $16,000. Software costs continue to rise, and this budget increase will make it easier to keep current with the latest versions of software.

The department maintains an assessment plan that includes reviewing course and laboratory work, standardized testing, placement upon graduation, and alumni surveys. These are used to evaluate the curriculum.

RESERVE OFFICER TRAINING CORPS (ROTC)

Purposes
The Army ROTC program offers a premier leadership course designed to prepare college students for success as future leaders in a military or civilian professional career. Through classroom and hands-on training, students learn how to lead, as well as how to organize time, people, and tasks. Students are taught the fundamentals of decision-making and problem-solving, and then through practical application, they apply the skills they have learned in an assessment process that focuses on the leadership potential of each student. By the conclusion of the program, students have synthesized a large variety of topics into a leadership tool kit that assists them with the day-to-day challenges faced by junior leaders in today’s Army.

The goals and objectives of the Department of Military Science are initially met when students are able to meet or exceed the requirements of the Leader Development and Assessment Camp (LDAC). These goals and objectives are fully met when students graduate and are commissioned as Second Lieutenants in the United States Army.

Description
Army ROTC is a four-year program that is divided into a Basic Course (freshman and sophomore) and an Advanced Course (Junior and Senior). The Basic Course introduces students to basic principles of leadership, communication, decision-making, physical fitness, nutrition, and an introduction to the military. The Advanced Course refines the leader development process and prepares the student for the full range of responsibilities associated with the LDAC they attend following their junior year. The Advanced Course also forges the commitment to officer leadership, the promotion of self-confidence, and fine tunes technical and tactical aspects of leadership as a military officer.

The Army ROTC program at NNU is a partnership program with Boise State University (BSU) as the host institution. The Professor of Military Science is appointed to NNU from the BSU Army ROTC program. Instructors come from a wide variety of military backgrounds having served successfully in positions of increasing leadership and responsibility. Each
instructor has as a minimum a bachelor’s degree and in some cases a master’s degree. Each instructor completes a school of Cadet Command instructor’s course and then is certified by the Professor of Military Science at the host institution as qualified to instruct the Army ROTC courses.

**Significant Changes**

Prior to 1999, the Department of Military Science reported directly to the Vice President for Academic Affairs. When the University moved to a school structure in 1999, the department was assigned within the academic structure to the School of Academic Resources. With the recent dissolution of the School of Academic Resources, the department was reassigned to the School of Health and Science.

After being housed in the basement of the Emerson Administration Building since the inception of the program, the department moved to a remodeled room in the Johnson Sports Center in 2005. The relocation of the department has provided easier utilization of the athletic facilities for training purposes and classroom technology for delivering instruction.

The Cadet Command curriculum was revised twice to provide a better leadership course of instruction to the students. The assessment process at LDAC became more rigorous to provide a more realistic assessment of the leadership potential of the students.

**Analysis and Appraisal**

The Department of Military Science at NNU has a 100% success rate for commissioning those students completing LDAC. Since 2000, nine students were commissioned into the Army from NNU. Eight of the nine students received scholarship benefits from the Army. The average retention rate for students in the program is 50% from freshman to sophomore year, 75% from sophomore to junior year, and 90% from junior to senior year. Currently 42% of the ROTC students are on scholarship. Enrollment in the Army ROTC program increased from 3-15 students and averaged 10 students since 1999.

Overall, the University faculty and staff respond very well to the needs of the Army ROTC program. During the years the department reported to the School of Academic Resources, the dean was extremely active in promoting the ROTC program on campus and ensuring that resources were available to meet the needs of the program. In addition, the administration regularly encourages and invites the ROTC students to participate in a wide variety of campus events.

At the present time, Army ROTC is not offered as a minor course of study at NNU. Those students enrolled in or contracted into the program can use the ROTC credits only as general electives. The result is that the ROTC students take at or over the maximum number of courses almost every semester they are in ROTC. Some of the students have had to attend an additional semester to finish their course work for graduation. The University does not offer additional incentives such as room or room and board scholarships, which may be the distinguishing factor in a student accepting an ROTC scholarship at NNU or another comparable school.

The strength of the Army ROTC program at NNU is in the quality of students enrolled into the program. Each contracted student has a GPA exceeding 3.0. The curriculum is dynamic and promotes hands-on learning and practice of leadership skills and principles.

The Army ROTC program at NNU is consistent in attracting and commissioning those students desiring to become leaders in their chosen profession whether military or civilian. ROTC continues to provide premier leadership training to students. The department’s efforts over the next three to five years will be to lobby Cadet Command for more scholarship dollars for the program in an effort to increase enrollment by at least 2% per year. As technology changes and improves, the department will continue to make upgrades in an effort to provide the best resources to students involved in the program.
Purposes and Outcomes
As an expression of its commitment to historic Christianity from a Wesleyan perspective, the School of Theology and Christian Ministries (TCM) equips women and men for lives of faith and service in the world and in the church. Christian praxis is developed through integrative reflection on the Bible, theology, history, philosophy, ethics, and contemporary society.

The School of TCM prepares professional ministers and future teachers by offering a full range of programs and courses of study to its constituents. All programs are designed to meet the highest professional standards through the University’s outcomes, academic objectives, and core values. The school fully supports the University’s four student learning outcomes and its courses and programs have been designed so that the outcomes are met in measurable, identifiable ways.

Description of School
The School of TCM has the responsibility to meet its sponsoring denomination’s expectations for the preparation of ministers in the Church of the Nazarene. To this end, programs are offered at both the undergraduate and graduate levels that are officially sanctioned by and meet the academic requirements for ordination within that denomination, and, generally, meet the ordination requirements for many other denominations.

The school serves the needs of its students through the following means:
- Undergraduate traditional programs, administered by the Chair of the Department of Religion and the Chair of the Department of Philosophy
- Master of Arts in Religion (MAR), administered by the MAR Director
- Wesley Center for Applied Theology (WCAT), administered by the Wesley Center Director
- Course Of Study Online (COSOL) program (non-accredited), administered by the COSOL Director
- Church Resources, headed by a Program Director
- Jerusalem University College (JUC) study abroad program, coordinated by a faculty member

The head administrative officer for the school is the Dean of the School of TCM. All program directors in the school have appropriate amounts of release time or financial remuneration for taking care of their responsibilities. The school faculty acts as a Committee of the Whole. Subcommittees and task forces are established from time to time; however, all of the school faculty members participate in final decisions regarding school operation and policy.

The school is housed in Williams Hall, and includes 12 full-time faculty members, a Missionary-in-Residence, a part-time Spanish COSOL Director, a graduate assistant, an MAR Program Manager and two school secretaries. For many years this building has served the school well, but with substantial growth in faculty and staff in recent years, the building is nearing capacity. The physical facilities are generally adequate, particularly with the expansion into the basement to provide additional faculty office space for growing programs. Courses offered through the school are taught primarily within the three classrooms in Williams Hall. When necessary, courses are scheduled in additional classrooms on campus.

All but two faculty members teaching graduate and/or undergraduate classes have earned doctorates specific to their primary teaching fields, with little duplication of faculty professional expertise. The list of articles, books, and papers published by the school faculty is very long and distinguished (See faculty vitae in the Exhibit Room). Of the two non-doctorates, one faculty member is new and is presently enrolled in an appropriate doctoral program, and the other is a senior faculty member with a long and distinguished career, who is eligible to retire at any time of his choosing.
Faculty evaluation is done by students as well as through formal faculty reviews. All faculty evaluation information is filed in the school personnel files and utilized as a basis for the institutional formal three-year reviews (soon changing to five-year reviews), and incorporated in the annual professional development self-studies that each faculty member completes in the spring of the year for the following year’s development plans.

Library acquisitions continue to be a matter of concern. Limited budgets for acquisitions mean that occasionally books that should become a part of the permanent collection cannot be acquired while they are in print. The Library does all it can to accommodate the needs of the school. When students are in the midst of library research, space is very limited in the Library, and resources can be hard to come by. The growth of Internet-available materials in recent years has been very helpful.

The School of TCM enjoyed a formal affiliation with the Jerusalem University College (JUC) in the past; however, due to the current political instability of the Middle East, the University’s institutional support is presently suspended. Individual students have continued in small numbers to attend JUC for a semester on their own. The school continues to be a member of JUC’s affiliates and looks forward to more stable times when NNU students may be able to return again in larger numbers.

Church Resource Services, a program under the school’s supervision committed to discovering ways and means to relate to and support the ministers and churches of the Northwest Region of the Church of the Nazarene, attempts to provide consultative services, conferences, and other programs that assist local churches in their work. It is aimed most directly at smaller churches, but attempts to serve constituent needs in any way possible. This program also provides valuable feedback to the school regarding educational needs and opportunities that it might organize to meet.

In the past three years, all of the school’s programs have undergone substantial revision and re-visioning or have been instituted as new programs. The following pages provide a description of the school’s principal programs. Additional information about the work of the School of TCM is available in the self-study reports, exhibits, and in the University’s Undergraduate and Graduate Catalogs.

DEPARTMENT OF PHILOSOPHY

Purpose and Outcomes
The Department of Philosophy serves a vital role in the life of NNU. Philosophy is the foundation of the liberal arts, providing an understanding of the intellectual presuppositions, the development of western culture, and the reasoning skills for encountering the variety of ideas that mold the individual and the social context.

The objectives of the department are to enable students to identify and apply principles of logical thought; to develop a worldview consonant with both reason and revelation; to apply moral principles responsibly, informed by Christian values, to contemporary socio-cultural problems; and to identify and relate significant philosophical foundations of Western thought, culture, religion, and science.

Description
The Department of Philosophy offers two majors: Philosophy and Philosophy and Religion; and one minor: Philosophy. The department also offers courses for general education requirements (PL 201, PL 202, PL 301, PL 302, PL 306, PL 307, PL 341, PL 351, PL 394), as well as a number of courses that service other majors. These include PL 306 Critical Reasoning, PL 312 Philosophical Concepts, PL 351 Philosophy of Science, and PL 360 Clinical Ethics. The department is housed in the School of TCM along with the Department of Religion.

The Philosophy major is 30 credits. All core courses and most elective courses are taught within the department. In addition, an intermediate foreign language course is recommended. The Philosophy major is the primary departmental major and is particularly
The Philosophy and Religion major is 52 credits, up from 38 after a thorough curriculum revision in 2005-06. Over half of the required credits (26) are taught outside the department. As such, it is an interdisciplinary degree program and focuses on integration with the following fields: Biblical Literature, Church History, and Christian Theology. Participation in either a foreign or cross-cultural educational experience, such as study abroad, is recommended. Majors are required to take an additional 12 focus credits in one of three fields (Biblical Literature, Philosophy, or Theology). The Philosophy and Religion major is particularly well suited for students who choose to go on to further their education after earning their B.A. degree, especially in professional religious studies and religion.

The department includes two full-time faculty members who teach a majority of their course load within the department, as well as several additional school faculty members who teach a portion of their course load within the department. Both of the primary faculty members carry administrative tasks within the School of TCM and also service other curricular areas including the online Master of Arts in Religion (MAR) and the Honors program. All Department of Philosophy professors have doctoral degrees and are regularly active in the University committee structure, in their academic field, and in their local church congregations.

The department offers 15 undergraduate courses and 2-3 graduate courses yearly and has serviced between 4 and 14 majors per year since the last accreditation visit. In addition, since minors were added in 2000-01, the department has serviced a number of student minors (five in 2004-05; six in 2005-06). Some students with a departmental minor occasionally replaced it with a departmental major as they have progressed in their education.

### Significant Changes

There were a number of significant changes in the Department of Philosophy since the last accreditation visit in 1996. While the number of faculty (and FTEs) associated with the department remained roughly the same, the distribution of load changed. Prior to 1999, faculty members in the department carried a significant portion of the teaching load for the department. In 1999, a faculty member with primary teaching area split between Philosophy and Theology left the University and was replaced by a faculty member with primary teaching in Philosophy. This allowed for greater consistency in approach to philosophical education, a more regularized two-year curricular rotation, and added depth and diversity.

Between fall 1993 and fall 2001, the Department of Philosophy offered only the Philosophy major. With the addition of a second faculty member with primary load in the department (fall 1999) and the reintroduction of the Philosophy and Religion major (fall 2001), the department has seen an increase in the number of student majors it services.

There were a number of curricular and/or programmatic changes. The department added PL 360 Clinical Ethics (servicing the nursing program) and PL 306 Critical Reasoning. The department also added one major (Philosophy and Religion) and two minors (Philosophy and Applied Ethics).

The addition of the Master of Arts in Religion degree diversified the teaching load of the departmental faculty and resulted in a net reduction in undergraduate curricular offerings from the department.

### Analysis and Appraisal

The Department of Philosophy continues to make a significant contribution to the School of TCM and the GE Program of the University. This is evidenced by the addition of Philosophy courses in majors across campus and within the School of TCM (including Psychology, Physics, Nursing, Christian Ministry, and various emphases), the participation of both primary
faculty members in the University Honors program, and the presence of both primary faculty, as well as other faculty in the department, as guests in cross-campus and intra-school courses and programs.

The current curricular offerings adequately provide students with an understanding of the intellectual presuppositions and development of western culture, including moral development, and provide the requisite reasoning skills for encountering the variety of ideas that mold the individual and the social context. This is also evidenced by a broad survey of course evaluations.

The acceptance of department graduates applying for various special undergraduate and graduate programs around the world testifies to the strength of the departmental programs. In the past five years, every Department of Philosophy student who applied to the CCCU Oxford Programme (four) was accepted. Graduates of the department are regularly accepted to graduate programs in ministry (13, including one at Princeton, one at Boston University, and one as a Woodruff Scholar at Emory University), philosophy (2, one M.A. and one Ph.D.), law (one at Georgetown), business (1), and Eastern studies (1).

Current library holdings are marginal in philosophy. However, action is being taken to address this concern. The Department was allocated a $1,000 budget for library book acquisitions in 2004-05.

The School of TCM is continuing to increase its MAR offerings, including curricular needs serviced by the Department of Philosophy. The department was able to fulfill these needs with only modest negative impact on its undergraduate offerings. There is some concern that the undergraduate departmental load for both faculty members with primary teaching load in the Department of Philosophy has been reduced in recent years. Further MAR offerings that would include a philosophy component will require either additional faculty support in the department, a willingness of current faculty to add to out-of-load teaching responsibilities, or a further reduction in the undergraduate offerings.

As part of the University’s Academic Program Prioritization Process, the department has implemented curricular changes, including the combination of courses, moving particular courses to a two-year teaching cycle, and termination of courses previously cross-listed, in order to improve the departmental faculty-student ratio from 16.56 to roughly 20.2. When fully implemented in 2008, the changes will yield a net reduction of .25 undergraduate faculty FTE.

**DEPARTMENT OF RELIGION**

**Purposes**

Due to the relationship of the University to the Church of the Nazarene, the Department of Religion has played a vital role in the history of the institution. The department is charged with the responsibility of preparing students for ministry in the Church of the Nazarene and is a major contributor to NNU’s GE Program.

As an expression of its commitment to historic Christianity from a Wesleyan perspective, the Department of Religion encourages integrative action and reflection on the Bible, theology, and contemporary society in order to equip women and men for service in the world and the church.

**Description**

The Department of Religion currently offers one major in Christian Ministry that is coupled with one of eight minors in order to prepare students for a specific area of ministry. The eight minors are: Bible, Biblical Languages, Children’s Ministries, Christian Education, Missions, Pastoral Ministries, Worship Leadership, and Youth Ministries.

The department provides two entry-level General Education courses: BL 111 Introduction to Biblical Studies and TH 211 Introduction to Christian Theology, and a variety of upper division General Education courses. Many of the courses in the department serve other majors and minors across campus.
The department is made up of nine full-time faculty members who offer a breadth of educational and professional background and subject areas, a range of ages, and includes three women (a first among Nazarene Departments of Religion). Eight have earned doctoral degrees, and the other is enrolled in a doctoral program. In addition, one faculty member is finishing a second doctoral degree.

As part of the School of TCM, the department occupies Williams Hall, which includes three classrooms, 16 offices, two secretarial workstations, a kitchen, a conference room, a church curriculum library, and a student lounge area. All classrooms are equipped with overhead projectors, networked computer workstations, video and DVD players, and data projectors. Two classrooms have SMART Boards. The conference room is also equipped with a data projector.

**Significant Changes**

Prior to 1998-99, the Department of Religion was one of three departments in the Division of Philosophy and Religion along with the Department of Special Ministries and the Department of Philosophy. When the University moved to a school structure in the fall of 1999, the three departments were combined into one department (Department of Philosophy and Religion) and included in the School of Applied Studies. This location did not prove to be a good fit because of the University’s strong church ties. In the fall of 2002, the Department of Philosophy and Religion became the School of TCM and split into two departments.

In 1999, the Department of Religion offered three majors: Religion, Religious Studies, and Philosophy/Religion; and the Department of Special Ministries offered two majors: Special Ministries and Social Service Ministries. In order to meet the needs of a changing spectrum of ministry in the 21st century, many changes were made since then. In 2000-01, the Special Ministries and Religion majors were combined into one major with a number of emphases. In response to interest among constituency, in 2003-04, a Missions major was added. Because of its broader philosophical base, the Philosophy/Religion major was transferred to the Philosophy Department. At that point, the Department of Religion offered four majors: Missions (with five emphases), Religion-Ministry (with seven emphases), Religious Studies, and Social Service Ministries (with three emphases) as well as 14 minors. As a result of the Academic Program Prioritization Process, significant curriculum revisions resulted in the reduction of majors in the Religion Department to one: Christian Ministry. As stated above, this major, combined with one of the eight departmental minors, provides strong preparation for an area of ministry.

In 2001, the Department of Religion received accreditation from the International Course of Study Advisory Committee (ICOSAC) of the Church of the Nazarene for its Religion-Ministry major. Accreditation by this agency of the church assures that the program meets the educational requirements for ordination in the Church of the Nazarene. The new 2006-07 curriculum will need to be submitted to ICOSAC for approval.

**Analysis and Appraisal**

Excellence in teaching, advising, and professional development is a continued characteristic of the faculty of the Department of Religion. All have participated in a thorough review of their teaching each year or every three years, depending on their contract status. Faculty submit professional development plans each year and attend yearly meetings of the professional organizations to which they belong. Five of the faculty members took sabbaticals in the last eight years. Many made international trips for study and teaching. Faculty members of the Department of Religion brought new perspectives and educational experiences to the campus and Northwest community and continue to contribute to scholarship through seminars, workshops, paper presentations, journal articles, and books. Most attended one or more online pedagogy classes or seminars.

Student satisfaction with department faculty members is indicated by consistently high course evaluations, and this has been verified by alumni surveys and departmental studies.
Although the Department of Religion’s student/faculty ratio is one of the highest at NNU, increases will need to be made. NNU’s Academic Program Prioritization Process resulting in the reduction of one full-time equivalent faculty member teaching in the undergraduate religion program will affect the ratios over the next several years.

The continued strength of the Religion Program is verified by three surveys: The 1994-95 Alumni Survey, the 2004 Alumni Survey, and the 2004-05 Program Review Survey. In the Program Review Survey, undergraduate students agreed that being a religion major helped them prepare for a career in ministry (Mean 4.4; Median 3.5 on a Likert scale of 1-strongly disagree to 5-strongly agree). The Alumni Surveys indicated that alumni achieved professional and graduate educational success as a result of their studies in the Department of Religion.

Over the past 10 years, one factor that has negatively impacted the number of departmental majors and graduates is school-loan debt. This led to the development of a University Ministerial Scholarship program, designed and administered jointly by the Department of Religion and the Office of University Advancement.

Because the Department of Religion serves local churches by developing leadership through its General Education courses and its majors, church relations are very important. Beginning in 2002, regular meetings with Nazarene District Superintendents helped guide the decisions made by the department.

Areas of concern include office and classroom space and library holdings. As part of the School of TCM, the Department of Religion occupies Williams Hall, one of the oldest buildings on campus. In spite of significant renovations made between 2002 and 2005, continued growth will necessitate a more adequate building. That need is now included as one of the top 10 priorities in the Campus Master Plan. The Library remains an area of concern although the department continues to recommend and receive its budget each year.

**MASTER OF ARTS IN RELIGION (ONLINE)**

**Purposes**

The School of TCM offers an online Master of Arts in Religion (MAR) degree that has three emphases: Spiritual Formation, Christian Education, and Pastoral Ministry.

The MAR program exists to provide graduate theological education in an online format to pastors and church leaders who serve the Church of the Nazarene on the Northwest educational region, as well as the wider Christian and global community.

**Description**

The Master of Arts in Religion Spiritual Formation (MARSF) degree is a two-year online learning community designed for pastors and Christian leaders. The program is built on a Wesleyan approach to spiritual formation with particular attention given to the role of the minister as a spiritual guide and mentor. Pastors and Christian leaders will be given both a theological and practical foundation for providing spiritual direction and leadership to others, as well as being mentored by a spiritual director.

The Master of Arts in Religion Christian Education (MARCE) degree is designed to make graduate level Christian education available to people in ministry. Students are normally serving in a ministry assignment as professional full-time ministers or as lay leaders. The goal of this program is to equip youth and children’s leaders with theoretical and practical skills for ministry in a postmodern age.

The Master of Arts in Religion Pastoral Ministry (MARPM) degree is designed to provide theological education to pastors and Christian leaders serving in ministry. The degree approaches pastoral ministry from a Wesleyan perspective and provides skills for effective ministry.
The MAR programs also fulfill some of the educational requirements of the Course of Study (COS) for ordination in the Church of the Nazarene. Each program lists specific COS competencies that are met in each course. Individual courses are designed to ensure that the COS outcomes are obtained. The MARPM program was designed to fulfill all the Course of Study competencies and was approved by the Church of the Nazarene’s Course of Study Advisory Committee (COSAC) in August 2005.

The MAR program has 23 faculty members including 10 full-time faculty members and 13 adjunct faculty members. Thirteen faculty members have Ph.D.s, four have Doctor of Ministry (D.Min.) degrees, four are doctoral candidates, and two have a master’s degree. Half of each degree program is taught by full-time faculty and half by adjunct faculty. An online orientation (pass/fail) course is taught by the Program Manager.

The MAR personnel include several administrative positions. The Program Director oversees all three MAR strands and receives six hours of administrative credit load per year. The Marketing Coordinator oversees marketing for the all programs and receives four hours of administrative credit load. Other positions include the Program Manager, a secretary, and a part-time graduate assistant.

The full-time faculty offices are located in the main floor and upstairs in Williams Hall. Adjunct faculty members do not have offices on campus. Additional program personnel are also located upstairs in Williams Hall in two office stations and one office.

The program utilizes Blackboard as the course management software system for delivering courses online. Blackboard is supported by NNU’s IT personnel and an Instructional Technologist for E-Learning. To ensure quality online education, the MAR program provides both online and face-to-face training in Blackboard. Also, regular faculty meetings are held for online faculty members. All new faculty members are required to participate in an online pedagogy course that focuses on course development and design.

**Significant Changes**
Since the initial accreditation of the MARSF in 2002, two new strands were added to the MAR degree. Each new program includes a program description and assessment plan. Also, program policy and procedures were established and included in the NNU Graduate Catalog. Two faculty members with Doctor of Ministry degrees and two support staff were hired for these programs, and Williams Hall was remodeled to provide additional office space. In December 2003, two new offices were added for faculty and two work areas were created for the MAR secretaries.

In the fall of 2006, the School of TCM plans to expand the existing online programs to include a Master of Divinity (M.Div.) degree consisting of 75 credit hours. The M.Div. degree received regional accreditation by the NWCCU in June 2006. The current MARPM will become the core of the M.Div. degree with an emphasis in either Spiritual Formation or Christian Education and an additional six credits in biblical exegesis and supervised ministry. An additional Master of Arts strand will be added in Preaching and Worship in the fall of 2007. The degree will take four and one half years to complete online and could include some residential components. The addition of these two new programs will result in additional Library resources and a full-time residential faculty member.

**Analysis and Appraisal**
The MAR program has had steady growth since its inception. Fifteen graduated in 2004; 25 in 2005; and 28 in 2006. Enrollment in the program surpassed 100 in the spring of 2005, including students from 35 states and 6 world countries. These students, with an average age of 41, come from a wide variety of faith traditions and diverse backgrounds. Fifty percent of the students are from the Northwest region of the United States, and 50% are from outside the Northwest region. Also, 83% of current students are from the Church of the Nazarene. Students include pastors serving in
full-time ministry positions, as well as lay leaders serving in a wide variety of ministries. The diverse student population provides a rich learning community.

The MAR degrees have quality faculty members representing a wide-range of research interests and ministerial experiences. The number of doctoral degrees and professional ministry experience represents the high level of expertise of both the residential and adjunct faculty. All of the adjunct faculty are currently serving in full-time ministry and bring experience and specialization in their discipline.

To ensure that the program’s objectives and outcomes are being met, mid-course and final course evaluations are required for all online courses. In addition, a final program evaluation assesses the effectiveness of the program based on its goals and objectives. The first program evaluation was completed in May 2004 by the first MARSF graduating class. Students indicated that the distance learning program as a whole and the program content was excellent (81.9%) and that the program accomplished its intended goals and objectives (81.8%). Students said that the program changed their lives and enhanced their personal formation as well as their ministry effectiveness.

Students are evaluated in each course through a series of assignments including essays, research papers, quizzes, projects, and readings. One of the key aspects of the online learning community is the discussion board, which is evaluated through an online rubric. One of the initial areas of weakness in the Spiritual Formation program was the lack of objective avenues for evaluation such as tests and research papers. These components have been added to the program since its conception and are included in the MARCE and MARPM.

The University has an Instructional Technologist for E-Learning to provide training in Blackboard and online pedagogy. NNU continues to upgrade the Blackboard course management software as the programs expand. Areas of continual development and improvement include providing additional online Library resources and pedagogical training for faculty. As the online program continues to grow, additional faculty and support staff will be needed. With the growing demands of online teaching for faculty, it is imperative that additional credits be given for online teaching. Additional funds were budgeted for faculty members to receive release time from teaching to focus on research and writing projects.

**Course of Study Online**

**Purposes**
The mission of the Course of Study Online (COSOL) program is to provide a holistic, non-degree preparation to fulfill the educational requirements for ordination in the Church of the Nazarene in North America by means of the Internet. Students learn the biblical foundations of ministry and how to build upon those foundations as they explore the many functions expected of pastors in the 21st Century.

**Description**
The Clergy Development Office of the Church of the Nazarene authorized the School of TCM to provide the Course of Study materials online. The COSOL program provides quality online ministerial training to women and men unable to attend a Nazarene institution or District school of ministry. The COSOL program seeks to strengthen international ties with the Nazarene Church outside North America and assists other world areas to make their Course of Study modules available online by training personnel and providing initial modules on the NNU Blackboard.

The Program Director is the primary faculty member involved in the COSOL program. In addition, a Director of Spanish Initiatives for the Course of Study is contracted part-time. Enrollments are processed and records are kept by the School of TCM secretary.

NNU provides access to the Blackboard through which the modules are offered as well as office space, computer equipment, and technical support. The Office of Church Relations has provided promotional as well as financial
support. The NNU Registrar’s Office creates transcripts for the COSOL students and provides these records to the students.

Students from 39 states, five Canadian provinces, and seven foreign countries have participated in the COSOL program. As of May 2006, 638 students have participated, with a total of 1,798 registrations.

**Significant Changes**
The COSOL was started in 2001 in response to requests from the Districts comprising the Northwest Education Region of the Church of the Nazarene. A volunteer began the development of the program and became full-time faculty in 2003. The first module was offered in July 2002. A Spanish program was begun in 2004 with the hiring of a part-time coordinator. The first module in Spanish was offered in the spring of 2005.

**Analysis and Appraisal**
Because the course content is set by the Office of the Church of the Nazarene, the COSOL modules are delivered by facilitators rather than professors. Facilitators are recruited by the COSOL Director and work under contract for each module they teach. A chart summarizing the facilitators’ qualifications and the modules they have taught is available in the Exhibit Room as part of the COSOL self-study.

There is a broad range of students using the COSOL program: people having no previous formal training in ministry and little, if any, post-high school education; people having some formal training in ministry, yet lacking certain requirements for ordination; and professional people well-educated in their fields who feel led into ministry and wish to study for ordination.

One of the strengths of the COSOL program is the level of District leadership involved in the program. Four Ministerial Studies Board chairmen currently serve as facilitators. These men thoroughly understand the program and are strong supporters. The cooperation works both ways. The COSOL Director is beginning to hybridize modules for specific District use. These modules are offered by NNU, but are under the direct leadership of individual Districts.

A major weakness of the COSOL program is that there is no orientation for facilitators or students. NNU’s Instructional Technologist for E-Learning is developing orientation courses that will be available for COSOL facilitators and students.

The focus of the COSOL program in English is the constituency within the Northwest Region of the Church of the Nazarene. The focus of the COSOL in Spanish is the constituency of all Hispanic churches and ministries within the USA/CAN mission region. The goal is to develop a working relationship with each of the Districts in order to deliver modules that meet the requirements of each District. In addition, the courses will be made available globally as requested and supported by Districts.

Ordained Nazarene elders are required to take Continuing Education Units (CEUs) every year. Providing CEUs online would permit busy pastors to fulfill this requirement. Therefore, the COSOL program intends to offer CEUs online.

**WESLEY CENTER FOR APPLIED THEOLOGY**

**Purposes**
The Wesley Center for Applied Theology (WCAT) was established by NNU’s Board of Trustees in 1994. The purpose was to create a significant resource for local churches in the Northwest. As such it enriches the scholarly study of the essential ideals and methods of Wesleyan-Holiness theology, as well as promotes the growth and development of the Church and the application of the essential ideals and methods in personal and social contexts.

The WCAT contributes to the mission and institutional outcomes of the University. Through services to the campus and the larger world, the Center facilitates the building of the community of Christ by providing resources that benefit individuals, local congregations, and Christian leaders. This is done through online...
resources, conferences, programs for local congregations, and educational programs.

Description
The Wesley Studies program provides a variety of opportunities for individuals to access foundational information related to John Wesley and his thought, the holiness movement, and areas of general Christian studies, through conferences and workshops, programs in local churches, and online resources. These include programs generated by the WCAT or by other agencies in cooperation with the Center. The range of issues included bioethics, biblical studies, community, social responsibility, and pastoral theology. The online resources are very extensive.

The Local Church Resources program helped local congregations and pastors with programs including workshops held in the local settings. Skilled people are provided to congregations to address particular needs of the individual congregation. Links on the WCAT’s web site (http://wesley.nnu.edu/) provide a variety of ministry resources. Pastors are also offered support through workshops and educational programs initiated by the WCAT. The Course of Study provided by the Church of the Nazarene was formatted for non-degree delivery on the Internet in both English and Spanish. The MAR was brought into existence by the Center. As programs become self-sufficient they are moved into a separate department.

The Compassionate Care program is primarily a local activity. Two conferences drew in people from the Northwest. The first was held in 1998 and the theme was local church involvement in compassionate care. The second was a smaller event held in 2000 with a focus on the homeless. These efforts were intended to help make the University a part of the local community. The annual “Beloved Community” events that coincide with Martin Luther King Day have drawn considerable attention. The continuing goal is for the University to partner with the community in developing Nampa as a caring and responsive environment.

Leadership in the WCAT includes a Director, an Online Director, a Compassionate Care Director, a COSOL Director; Spanish COSOL Director, and Church Resource Director. Secretarial services are provided by the School of TCM secretaries. The WCAT Director and Online Director receive two additional months salary (extending a 9-month contract to an 11-month contract). The Compassionate Care Director receives a three-credit overload. The COSOL Director is a full-time faculty position, the Spanish COSOC Director is a part-time faculty position, and Church Resource Director is a part-time annual salary paid through the President’s Office.

Significant Changes
Significant changes occurring in the WCAT were related to online education. The delivery of the MAR in 2002 marked the beginning of new possibilities for accomplishing one of the University’s primary tasks: the education of ministers. Offering denominational material for the non-degree training of ministers online greatly enhanced its quality and accessibility. This also opened opportunities to help language and cultural groups outside the American English context. WCAT directors have already begun to work with ministers in the United States and Latin America. This initiative is working in two directions: The first is to provide the Course of Study (online) in Spanish and the second is to work with groups in Latin America to deliver online educational opportunities for ministers. Additional cooperative efforts are being developed with Western, Central and Eastern Europe, the Caribbean, South America, and China.

The addition of faculty to cover the MAR program benefited the undergraduate program as well. There was a redistribution of total faculty resources allowing all faculty members to teach some of their load in the undergraduate courses. This expansion of faculty and courses on both the undergraduate and graduate levels demands careful planning and monitoring to ensure high quality experiences across the programs.
Analysis and Appraisal

The WCAT is not an academic department; therefore, the analysis of its effectiveness will focus on things appropriate to the program. The academic programs developed under the general oversight of the WCAT are analyzed and evaluated under the academic sections in which they are housed.

There are three primary ways the scholarly study of Wesleyan Theology is accomplished. The first is online resources, which put significant materials in an easily accessible format. Undergraduate and graduate students, pastors, and researchers use these documents extensively. One of the current needs is to provide these materials in languages other than English. WCAT began by translating books and documents into Spanish, scanning Spanish materials that are not under copyright protection or for which permission has been given, and exploring possibilities of acquiring Chinese language materials.

The second way in which the WCAT contributes to scholarly study is through conferences and workshops. Since the beginning of the WCAT, three to five conferences and workshops are sponsored each year. There is a major conference produced by WCAT every two years. Each year there is a national teleconference cosponsored by WCAT and XL Hospice Incorporated. Each summer, WCAT conducts a Conference and Workshop for Pastors. This is a week-long event that focuses on practical issues in the local congregation. In addition, conferences are sponsored as need and opportunities arise. The WCAT developed workshops related to areas of concern to local congregations. The topics covered include such things as church growth, Wesleyan theology, church management, and worship. The WCAT is able to offer 12 of these workshops each year. This program is especially aimed toward smaller churches with a limited number of opportunities available for larger congregations.

The third way that Wesleyan studies are facilitated is through online courses. Both the COSOL program and the MAR program are expressions of Wesleyan thought. Students are intentionally given content and processes that facilitate a clearer understanding of theory and applications that generate out of the Wesleyan tradition.

Pastors and lay leaders are supported through workshops and online education. An annual summer workshop for ministers provides specific help for pastoral tasks. The online educational services are specifically aimed at providing pastors and other Christian leaders with skills to perform their tasks with confidence and effectiveness.

A weakness of the WCAT is a lack of effort and effectiveness in infusing Wesleyan ideas and methods into the campus life. This is not to say that there is no Wesleyan content on the campus, but consistent and thoughtful infusion has not been accomplished. This weakness is being addressed. Beginning in the fall of 2005, a substantial component on the integration of faith and learning was integrated into new faculty orientation. In addition, the Center is planning to inaugurate a biannual series on Wesleyan thought and the academic disciplines. This program will work in cooperation with various departments on campus to produce conferences and workshops that will enable professors to gain competency in this infusion.

WESLEY CENTER ONLINE

Purposes

The Wesley Center Online (http://wesley.nnu.edu) exists to make available online via the Internet the best and most comprehensive collection of digitally available resources within the Wesleyan and Holiness tradition.

In keeping with NNU’s institutional outcomes, international participants and undergraduate students grow toward Christlikeness by having access to Wesleyan-holiness texts and participating in an online forum; are transformed by their continued pursuit of knowledge about God through the materials available online; produce original academic papers and sermons to share with others online; and show Social
Responsiveness by sharing knowledge and dialogue with people of all faiths and cultures.

Description
The Wesley Center Online originated as a bulletin board before NNU had its own web site. It has developed into a sophisticated web site that rivals many of the commercial sites for its richness of content and ease of use. It serves as a freely available resource to anyone in the world with Internet access and specializes in providing documents related to the Wesleyan and Holiness traditions as well as biblical studies.

The Wesley Center Online showcases some of the best work of NNU students related to the parables of Jesus and noncanonical literature. In addition, one student prepared a morphologically tagged Greek New Testament that is currently available online.

Since its inception, the Wesley Center Online has utilized NNU students and faculty of the School of TCM to maintain its operations. These individuals have fulfilled a variety of positions, including webmaster, programmer, scanner, and editor.

Significant Changes
Wesley Center Online employees and volunteers have scanned and edited most of the works of John Wesley; digitized the lyrics and provided MP3 tunes performed on the organ of nearly 400 Charles Wesley hymns; digitized the Journal of Charles Wesley and other important works including those of John Fletcher, James Arminius, Francis Asbury; digitized dozens of Wesleyan-holiness systematic theologies and biographies, including classics by Watson, Curtis, and Wiley; digitized back issues of the Wesleyan Theological Journal; placed online papers from Wesley Center conferences; partnered with Rev. Duane V. Maxey of Phoenix, Arizona, to provide 2,400 documents from the Holiness Tradition, including many classic works; and partnered with the Church of the Nazarene in Venezuela to provide many Wesleyan-Holiness works in Spanish.

During 2004 and 2005, through the work of a student webmaster, the Wesley Center Online significantly updated its appearance and user-friendliness through design upgrades and reorganization efforts. A significant number of new resources were added, in particular Wesley's Christian Library, which was previously available only in the archives of a limited number of reference libraries around the world. The addition of a search engine for the Wesley Center Online web site makes locating materials much easier.

In the fall of 2004, the basement of Williams Hall was remodeled and a separate office was created to house the Wesley Center Online.

Analysis and Appraisal
The Wesley Center Online serves as a major resource for educators, scholars, pastors, and lay people in the Wesleyan Holiness tradition and other traditions as well. Among the millions of hits at the web site in January and February of 2006, a number originated in such disparate areas as the Vatican and Iran. There are currently more than one million "hits" per month on the various web pages of the Wesley Center Online.

The Wesley Center Online continues to add to and broaden its collection. A long-time supporter of the program just released an additional 550 files for online publication. Students are currently digitizing collections of slides from Bible lands that will add a new kind of resource to the collection. The Wesley Center Online is negotiating with an independent contractor on a project to digitize John and Charles Wesley's 50-volume collection of Poetical Works.
STANDARD THREE

STUDENTS
STANDARD THREE

STUDENTS

PURPOSE AND ORGANIZATION (3.A.1-4)
Northwest Nazarene University provides comprehensive support services and programs that enable students to grow intellectually, spiritually, socially, and emotionally and assists them in achieving their educational, career, and personal goals. Each of the departments works collaboratively within the context of the University to develop whole persons who will reflect the four institutional outcomes: Christlike Character, Academic Excellence, Social Responsiveness, and Creative Engagement.

Four of the five administrative sectors of the University provide student services covered under Standard Three (Table 3.A.1). Each of the vice presidents is responsible for providing leadership and oversight of student service departments offered within his sector, and all interact closely with each other to ensure that the organization of services and programs for traditional and nontraditional undergraduate and graduate students is consistent with the mission and goals of the University. This structure has evolved over time, taking advantage of the strengths and skill sets of each particular sector. All of the student service departments within each sector are supervised by directors who are classified as either faculty or administrative personnel within the University’s employee structure. Other faculty, administrative personnel, and staff provide additional support for these departments. Organizational charts for each of the University sectors are provided in the Self-Study Introduction.

In 2000, the University Chaplain’s Office was moved out of the area of Student Development and began reporting directly to the University President. At this time, the Chaplain’s role was shifted from a primary emphasis on students to serving the campus as a whole. With this move, an action plan was developed to create a Director of Campus Ministries position within Student Development. Both the campus ministries position and the University Chaplain’s Office play a significant role in supporting the mission of the University by helping promote Christlike Character, Creative Engagement, and Social Responsiveness in its students.

All student services and programs are staffed by qualified personnel who have the professional training, academic preparation, and experience necessary to carry out their assignments effectively. The resumes of student services personnel are available in Exhibit 3.A.1. Appendix 3.1 provides a profile of student services personnel.

Each student services personnel member has a current job description maintained by their sector vice president (Exhibit 3.A.2). All personnel are encouraged to participate in professional development activities regularly as time and resources allow.

Job evaluations are completed annually for all staff, administrative personnel, and some faculty members; faculty members on continuing

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Table 3.A.1 Student Services and Programs by Administrative Sector
contracts are evaluated every three years (once tenure is implemented, this will change to five years). Personnel are evaluated by their immediate supervisors, and the vice presidents are evaluated by the University President.

The primary body responsible for student policy development is the Student Life Policy Council. This Council is composed of two students, three faculty members, three Student Development staff, the University Chaplain, and the Vice President for Student Development, who is the chair. The Council is responsible for the development of all student life policies including lifestyle expectations, student judicial processes, residence life, and chapel attendance policies. Policy statements are reviewed annually; any recommended changes are also reviewed by the President’s Cabinet and the Board of Trustees. These policies are published annually in the Student Handbook/Planner (Exhibit 3.A.3).

There are different levels in the student judicial system. Details of this system are outlined in the disciplinary process section of the Student Handbook/Planner.

Resources supporting the student services departments are disbursed according to the allocation priorities and needs of the University. All four of the vice presidents with oversight of student service departments sit on the President’s Cabinet and are actively involved in the development and implementation of the University’s strategic plan, as well as participation in the budget development process and allocation of human and physical resources.

Since the last full-scale accreditation visit, intentional effort has been made to enhance physical resources to improve the quality of life for students. Some of the improvements include: construction of a new residence hall, prayer chapel, performing arts center, and new track and softball field as well as a new climbing wall and challenge course; expansion of the indoor athletic complex with accompanying student gathering areas; remodel of several residence halls and the student center including the addition of a campus coffee shop; addition of several paved parking lots for residence halls; and installation of air conditioning in all residence halls.

In addition, several new personnel positions were approved including the Vice President for Enrollment Services and Marketing, a Director of Campus Ministries, and an Assistant Director of Admissions/Retention Coordinator. The RD positions also were increased to full-time administrative personnel status, dramatically improving the effectiveness of the individuals in these roles.

Student services are funded from three institutional resources: general fund allocation, student government fees, and self-support program revenue. The Student Government Association (SGA) appropriates relevant student program and activity fees. Student fee assessments include a $170 annual fee that supports SGA clubs and functions and a $50 fee that is categorized as a Johnson Sports Center activity fee. Beyond these revenue streams, mission trips and club-sponsored activities are often supplemented through funds raised by students participating in these activities.

Analysis and Appraisal
The student service departments at NNU function adequately to serve the mission of the University. There are regular, ongoing, and collaborative efforts among administrators, personnel, and students who seek to find ways to effectively serve the students of NNU.

During the recent Academic Program Prioritization Process, it was confirmed that the Counseling, Residential Life, Campus Life, and Health Services Departments in the Student Development sector are in line with peer institutions’ personnel ratios. The personnel-to-student ratio in the Security Office is lower than peer institutions. The one area in Student Development above the median level was Multicultural Affairs. As a result, the job description was recently changed to address an area of need for the University with the Director of Multicultural Affairs now spending 60% of her time in Student Development and 40% of her time working with the Admissions Office to
help increase diversity within the student population.

While the student services personnel are a dedicated group of individuals who are sufficiently qualified for their positions, an area that needs development and improvement is a more standardized method of evaluating job performance. The recent hiring of a Director of Human Resources for the University should help address this concern.

**GENERAL RESPONSIBILITIES (3.B.1-6)**
The University has a moderately selective admissions policy that attracts students with a wide diversity of needs. The University recognizes the challenges faced by this diverse population and is committed to meeting the needs of all students. While all departments within the University seek to meet students’ needs on a regular basis, the Academic Support Center, the Office of Academic Advising and Testing, and the Multicultural Affairs Office identify and assist students who have unique needs.

**Academic Support Center**
The Academic Support Center (ASC) exists to help students in their efforts to bridge the gap between their present academic achievement and their scholarly aspirations. The ASC supports the mission and outcomes of the University by working with students of all abilities to help students address academic expectations. Implied in this is the acceptance of each individual person and a belief that each one can succeed, both academically and personally. The Center’s tagline is “Success – Your Goal. Our Mission.”

The ASC accomplishes its purpose by offering a variety of programs and services. Credit courses are offered in study methods, computer applications, reading, mathematics, and English as well as private and small group tutoring (Exhibit 3.B.1). Peer tutoring and writing instruction tailored to specific disciplines, as well as workshops for departments is available by appointment. Tutoring is also available to help students who wish to prepare for standardized tests such as the NET for nursing, COMPASS for University math proficiency and entrance into the Education major, and the GRE. An example of tutoring courses available includes ST 161 English Mechanics and Usage, an individualized course that assists students in English as they prepare to enhance their ACT entry score for such programs as teacher education.

All of these activities are directed by professional staff and supported by 11 paid student tutors. The professional staff includes two full-time faculty members who have master’s degrees and over 25 years of teaching experience each. The faculty members both hold degrees related to their specific assignments—math, English, and curriculum development. One faculty member serves as the ASC Director and the Advisor to Students with Learning Disabilities. In her role as Advisor to Students with Learning Disabilities, she accommodates six to eight students with documented learning disabilities in addition to regular student contact. Formerly a part of the School of Academic Resources, the ASC Director now reports to the VPAA.

The ASC is located in the Emerson Administration Building adjacent to the Offices of the Registrar and Advising and Testing. The area has recently been remodeled and includes study space to accommodate 20 people, two tutoring offices, two faculty offices, and a writing center with six computers and a printer. Though the building itself is old, the Center’s location near Advising and the Registrar is appropriate and helpful for professional consultations and access to student records.

The ST 121 College Study Methods course has recently been expanded and changed from an optional one-on-one course to a cohort model required of all students admitted as “provisional.” Research into what is necessary to succeed in college has expanded during the past 10 years, and the content of the course reflects the discoveries made in that research.

**Analysis and Appraisal**
ASC faculty frequently assists students with learning disabilities. To better accommodate
students with different learning styles, the director developed a teaching strategies booklet to distribute to the faculty (Exhibit 3.B.2). This booklet highlights effective strategies from master teachers across the country for each item on the faculty evaluation instrument completed by students each semester. The ASC personnel also developed a *Resource Handbook* that has been used for the University Seminar course (Exhibit 3.B.3).

The creation of the Advisor to Students with Learning Disabilities position has been an important addition to the advising responsibilities in the Center. Having someone who can maintain balance between academic requirements and student needs enabled faculty to provide consistent accommodations and brought the institution into federal compliance.

Sensing the need for initial and ongoing training for the peer tutors, the Director of the ASC instituted tutor training to increase the effectiveness of the tutoring program. Prior to the start of the 2005-06 school year, the Director of the ASC conducted a training workshop and brought in one of the retired English professors as a consultant to address editing papers. Eight weeks into the semester, the consultant met with individual student writing tutors and evaluated a paper that each had edited. Further tutor training will be conducted on an as-needed basis. Each week an e-newsletter is sent to the tutors to continue to update them on the needs of the ASC and to suggest ways to improve their skills.

The number of students seeking peer tutoring and extra course work in math, reading, writing, and study methods has increased since the last accreditation report. This could be attributed to several factors including increased advertisement of services, added residence hall sessions, communication with faculty, and prescribed courses for provisional students. In an effort to further increase visibility and student access to services, the ASC is planning to make the tutors’ schedule available online. Students will not have to wait until the ASC is open to schedule an appointment for peer tutoring.

The ASC budget has remained stable since the previous accreditation visit. A majority of the current budget (over 75%) pays for the peer tutors, writing consultants, and honoraria for training consultants. The remaining 25% of the budget covers equipment and maintenance, paper, copying of documents, books, software, and office supplies.

In order to increase services to students, the ASC is exploring the possibility of applying for grants. The ASC is currently collaborating with various campus departments in the writing of a Department of Education TRIO grant. This would enable the Center to offer additional services including:

- Psychological testing services for those students who cannot otherwise afford psychological testing for learning disabilities
- Funds to hire a trained instructor to help ameliorate learning disabilities, not just accommodate them
- Funds for training faculty in how to accommodate special needs
- Software for building student skills

There is anecdotal evidence that ST 121 College Study Methods helped provisional students raise their grades and increase student retention and that spelling workshops increase the spelling grades of the students in EN 102 English Composition. Study sessions for psychology and Biblical Literature are well attended, but it is not clear whether these sessions are effective in improving student understanding and grades. The fact that professors continue to ask for these services is some indication of their positive impact on student success.

**Academic Advising and Testing**

The Office of Academic Advising and Testing aims to serve all the students and faculty of NNU with particular emphasis toward students who have either probationary or provisional status and are at risk academically, students who are unsure of the major and career direction they wish to pursue, and students majoring in either Applied or Liberal Studies. The office also serves students with concerns regarding
scheduling and institutional requirements, those seeking to change schedules or majors, and those experiencing difficulty in a course. The director is also the advisor to students with physical disabilities.

The Office of Academic Advising and Testing is comprised of a director, a three-quarter time secretary, and a student assistant who works approximately eight hours per week. The director holds an M.A. degree in teaching and is in his 19th year of advising students in academics. As a member of the National Academic Advising Association, he attends yearly regional conferences and has presented regularly. The physical space used by the Office of Academic Advising and Testing consists of an office for the director, a room for testing that accommodates up to three students, and a common area shared with the staff of the Registrar’s Office. Previously a part of the School of Academic Resources, the director now reports to the VPAA.

Since the last accreditation visit, testing for satisfaction of University or program requirements, as well as graduation requirements, has been added to the responsibilities of the office. Testing is an integral part of the University setting and is used to determine if students are qualified to enroll at NNU. It is also used regularly to determine if students are progressing in a satisfactory manner. Testing is also used to determine how much students have learned while at the University. In recent years, testing has expanded to include COMPASS and PRAXIS testing, with COMPASS being given on the 2nd and 4th Mondays of each month and the PRAXIS on national testing days. The ACT, CAAP, and COMPASS tests are also given in the office when a student’s schedule prohibits taking a test during the normal national testing times established by the Educational Testing Service (ETS). While administering these tests does not necessarily take the director or secretary away from the office, it does require that the director and secretary divide their attention between testing and academic advising. The director also coordinates the dissemination of test performance to the appropriate advisors and agencies.

Analysis and Appraisal
During the 2003-04 school year, an institutional Program Review Committee conducted an assessment of the effectiveness of the Office of Academic Advising and Testing (Exhibit 3.B.4). The Committee concluded that the office has experienced positive growth in both expectations and responsibilities. However, the budget and personnel have remained at the same level, causing resources to be spread thin. As a part of the review, a survey was given to students who had made use of the Office of Academic Advising and Testing. The survey indicated that students who meet with the director on a weekly basis felt welcome and understood, and indicated they received the help they needed. The results showed that students who had required weekly visits (students on probation/provisional standing) felt more positive about their experiences than did students who came in for other reasons (adding or withdrawing from courses, Catalog policies, etc.).

Additional evidence of this effectiveness is reflected in Exhibit 3.B.5 that shows the percentages of students who, while on academic probation, earned grade point averages that raised their cumulative grade point averages to, or above, the required institutional standard.

In December 2003, the Office of Academic Advising and Testing moved from an area adjoining the Academic Support Center to one that now shares a common area with the Registrar’s Office. This location makes it easier for both departments to share support staff and eliminated redundancy of files. The downside of this change is the loss of an entrance that would maintain confidentiality for students seeking help with academic issues.

The strength of the office is in the commitment of the director to his responsibilities and to the students of NNU. In order to better serve students, the director has instituted several changes. The director gave increased attention to male students who are admitted to NNU on a
provisional basis as well as to those who find themselves on academic probation. To add support to males admitted on provisional basis, a section of ST 111 University Seminar made up entirely of males on provisional status is taught by the director (This course is being replaced by HU 101 Cornerstone in the new GE Curriculum). In addition, the textbooks are put on CD for those who benefit from auditory learning. These resources are available in the library and in the Office of Academic Advising and Testing.

In 1996, the Accreditation Report recommended better coordination of the various entities on campus responsible for administering, interpreting, and disseminating campus-wide tests and surveys, planning for a structure that will provide adequate time for the interpretation of test results and the translating of these results into information valuable for faculty and administration, and formally integrating testing and evaluation data into the curriculum review and planning process at all levels of the curriculum planning, evaluating, and approving process. Assigning all campus testing responsibilities to the Director of Academic Advising helped the University make progress toward these recommendations.

Two changes in schedule were made in the area of testing in order to better accommodate students. The COMPASS, used to determine math/English proficiency, is given from 4:00-6:00 pm on the second and fourth Mondays of each month. This time also makes it easier for students in the STEP (degree completion) program to take the test. The CAAP, a graduation requirement, is given one day in October and one day in February. On both days it is given at 7:30 am and at 6:30 pm. Students are now encouraged to take the CAAP in their junior year. In addition, the Admissions Office now refers prospective students to this office for residual ACT testing during the summer.

Over the past few years, the Department of Admissions asked for more involvement from the Office of Academic Advising and Testing. As a part of this involvement, each summer the director and secretary participate in the Jump Start events that finalize schedules for incoming freshmen in Spokane, Seattle, Portland, and Nampa. While these changes have made the office more accommodating to students through preparation of course schedules and earlier assimilation to college, they have also taxed the resources. At the time of the last accreditation visit, the office had one full-time and one half-time person in advising. The director wishes to continue expanding services; however, it is not likely to happen without further support in terms of both human and financial resources.

Multicultural Affairs
The Multicultural Affairs (MCA) Office serves three primary purposes at the University. It serves students of diverse ethnic, cultural, religious, and national heritages by providing support and advocacy in the academic, spiritual, and social aspects of their lives. The office seeks to foster openness and increase awareness about an ethnically and culturally diverse global society with its goal being to provide to each student some type of involvement in a multicultural experience whether it is in the classroom, on the campus, or in the community. The office also strives to increase awareness and an understanding of diverse ethnic, cultural, religious, and national heritages for all campus personnel.

The MCA Office is located on the main floor of the Student Center, providing easy access for students, personnel, and the community. The Director of Multicultural Affairs reports to the Vice President for Student Development. The director is a licensed social worker who has experience with a variety of cultures and has lived overseas. The director is a member of the Church of the Nazarene’s National Multicultural Recruitment Summit. This group is in the process of further developing strategies for the increased recruitment of students of color into all Nazarene schools and universities worldwide.

Throughout the year, the director participates in community training sessions and workshops pertaining to ethnic and cultural diversity. The director keeps students and the campus informed about local, national, and global diversity and cultural issues. The office works with the
University Chaplain to help bring a diverse group of speakers for chapel and also coordinates with various departments to bring in speakers from the community.

The director plans events for the campus and the local community that provide individuals with opportunities to increase their awareness of others. Other campus personnel assist in the planning of these events. The University’s Multi-Cultural and International Student Clubs are additional means to increase ethnic and cultural awareness on campus. The MCA Office, along with faculty members, co-sponsors each club. A summary of MCA activities and sample chapel speakers can be found in Exhibit 3.B.6.

To assist in the educational process related to issues about diversity, the MCA Office makes videos, books, periodicals, and diversity training materials available to the campus community. Updated information describing these resources is provided to faculty annually (Exhibit 3.B.7). During the 2005-06 academic year, seven faculty members from the departments of history, political science, and social work used these resources. As a part of New Student Orientation, the MCA Office facilitates an annual diversity training exercise provided to all incoming freshman. The director also develops and implements diversity training to NNU student leaders and members of the Student Development sector. Graduate students and graduate program faculty also use the MCA Office as a resource.

**Analysis and Appraisal**

To increase its visibility and provide better student access, several years ago the Multicultural Affairs Office relocated from the second floor of the Student Center to the main floor.

Recently, the directors of the MCA Office and the Admissions Office, with permission from the University President, initiated the establishment of a campus-wide Diversity Task Force to explore ways to increase recruitment of both students and campus personnel of color. The Background and Need for the Diversity Task Force document (Exhibit 3.B.8), written by the MCA Director, outlines the responsibilities of the Task Force that include defining diversity as it relates to the NNU strategic plan objective to increase diversity campus-wide and developing a potential action plan to be presented to the President.

Written and verbal comments to the office from students and University personnel show an openness and appreciation for addressing various issues pertaining to diversity. When possible, the MCA Office uses professionals and volunteers from the campus and the community to assist with this process. Currently, new students of color are assisted in their acclimation to campus by peers who are continuing students. With the anticipated increase in the number of students of color in years to come, the office foresees the implementation of a peer program to more formally facilitate this.

**Student Governance and Faculty Involvement**

NNU uses a student-centered leadership model of student governance. This model allows students greater latitude and empowerment in the responsibilities and duties they carry out each year. In many cases, tasks that would typically be taken care of by paid staff within the University are handled through specific student leadership positions under the guidance and assistance of the Director of Campus Life.

The Student Government Association (SGA) is designed to reflect the democratic system that is in place within the United States with three branches: executive, legislative, and judicial. The executive branch is comprised of the SGA Officers. The executive officers (President, Executive Vice President, and Social Vice President) are elected from the student body. The remaining seven positions (Secretary, Business Manager, Campus Ministries, Community Relations, Publicity, Oasis Editor, and Crusader Editor) are selected by the executive officers. The legislative branch is made up of 12 student Senators. Three students from each class are elected each year to serve on the Student Senate. The Senate is overseen by the Executive Vice President. Finally, the judicial branch is run by the Chief Justice and
his or her three appointed Associate Justices. The Chief Justice is appointed by the current SGA President whenever that position becomes vacant. This person is eligible to serve in this capacity until he or she graduates from the University.

The student government oversees the budgeting, allocation, and dispersal of the monies received from student fees ($160,000-$170,000 annually). Through this oversight, students involved in leadership positions make daily decisions on how to best meet the needs of students and the various organizations (clubs, councils, ministries) that require funding.

The SGA is an integral part of the University’s governance structure. Student government representatives consider operational and planning issues related to student life and frequently initiate conversations that lead to policy change within the University. Several recent issues that student representatives brought before faculty and administrative committees include security concerns and campus livability needs. The SGA President participates in Board of Trustees meetings and provides a semi-annual report to the Student Development Committee of the Board of Trustees.

There is widespread student participation in the various committees and action bodies of the campus including faculty, administrative, and Student Development committees. Each year, the SGA appoints student representatives to faculty committees, where students play an active role in faculty governance. This student representation indicates a strong commitment to giving students a voice in the campus governance process.

Faculty members, staff, and administrative personnel also serve in advisor roles for academic clubs, non-academic clubs, and ministry clubs. Faculty members are also active in the Student Life Policy Council, which is the primary body that helps set lifestyle expectations, chapel attendance policies, etc.

Student Rights and Responsibilities
Policies and procedures for students are collaboratively developed through committee processes to serve students and the institution in an efficient and effective manner. Policies and expectations regarding students’ rights and responsibilities—including student conduct, academic integrity, and grievances—are published in the *Student Handbook/Planner* and the *Undergraduate Catalog* (Exhibit 3.B.9). They are also available on the University website. All policies are administered in a fair and consistent manner as indicated in these documents.

In addition, the *Student Handbook/Planner* contains sections on academic policies including applicable appeal processes. The *Student Handbook/Planner* also contains a section on chapel attendance that outlines policy, reduction guidelines, and consequences of unmet attendance requirements. Other sections include lifestyle expectations, institution-wide standards, a vehicle traffic code, residence hall policies, disciplinary processes, and student conduct appeal processes.

Safety and Security
NNU is committed to providing a campus environment that offers both safety and security for all students, faculty, staff, and visitors, as well as the personal property of each. The University Security Department provides 24-hour security services. At least one officer is on duty at all times, with an additional officer added during peak times of service. The Security Department investigates campus-related incidents, campus crimes, campus public safety issues, and when necessary refers the issue to the Nampa Police Department, the Vice President for Student Development, or the Campus Operations Department. The Security Department also partners with the Office of Conference and Events on campus to assist with security for University-sponsored events by providing directions to facilities, parking assistance, and personal security for campus guests. The Security Department acts as first responders providing CPR and Basic First Aid to campus community emergencies, oversees residence hall fire drills once a semester, and
The Security Department assists and supports Health Care Services with Alcohol Awareness Week and Spring Break Fun in the Sun, which promotes Spring Break Safety. The Security Department also provides campus escorts to accompany anyone after dark to any location on campus.

Campus security and public safety issues are brought to the attention of the University’s President’s Cabinet, Administrative Councils, and the campus Safety Committee as necessary. Two publications are distributed to the campus community annually and as needed. The first publication contains information about the NNU Security Department along with basic policies and guidelines (Exhibit 3.B.10). The second publication disseminates information about students can protect themselves and their belongings and contains an emergency resource reference list (Exhibit 3.B.11). Timely warnings and campus crime prevention information are also distributed to the campus community in person, through email, and occasionally through the campus newspaper.

All crimes and incidents reported to the Security Department are recorded and reported in accordance with Uniform Crime Reporting procedures and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act as required by the United States Department of Education. Clery Act Crime Statistics are compiled January 1-December 31 and updated on the department’s web site each year (Exhibit 3.B.12). The Campus Security Report (Exhibit 3.B.13) is available at the Campus Security Office located in the Nampa Police South Substation on the southwest corner of the campus. In accordance with the Campus Sex Crimes Prevention Act, Pub. L. No. 106-386, section 1601 (b) and (c), 114 Stat. 1537.1538 (to be codified at 20 U.S.C. section 1092(f)(l) and 42 U.S.C. section 14071 (j)), members of the campus community may obtain information on registered sex offenders at the campus Security Office, the Idaho State Police web site http://www.isp.state.id.us, or from the Canyon County Sheriff’s Office.

The Undergraduate Catalog is the primary and official source of information about the University. The Undergraduate Catalog, produced regularly by the Registrar, is traditionally produced biennially; however, due to numerous academic and curricular changes in recent years, on occasion, the Catalog was produced annually. Revisions to this publication are solicited by the Registrar from department chairs across campus during the school year prior to the spring publication. The Undergraduate Catalog is available to both prospective and enrolled students in print form, as well as via the NNU web site.

The Undergraduate Catalog contains information about the mission, outcomes, and objectives of the University, as well as information regarding admission requirements and procedures, students’ rights and responsibilities, financial aid, tuition, fees, tuition refund schedules, student services, undergraduate degree requirements, academic regulations, special programs, study opportunities, student life, and overall institutional and academic organization. The Undergraduate Catalog also includes pertinent information regarding the schools within the University, including academic majors and course offerings.

The Schedule Bulletin of Courses is printed annually and distributed to students each spring prior to registration (Exhibit 3.B.14). These schedules are used to inform students and faculty as they advise students.

The Student Handbook/Planner is published annually by the Student Development Office and distributed to all undergraduate students. The Student Handbook/Planner also contains information about the mission and outcomes of the University, information about student lifestyle expectations, rights, and responsibilities, summaries of student services, as well as a calendar of activities and events for the year that also includes important academic dates from the Registrar’s Office and Office of Academic Affairs.
Evaluation of Student Services
Offices that provide services to students and the University as a whole employ a wide range of methods to assess the effectiveness of their programs. A campus-wide emphasis on outcomes assessment over the past few years encouraged departments to identify goals and objectives within each department and develop measures to collect data to determine their effectiveness in meeting their objectives. As a result, office-specific surveys were developed over time to assess the effectiveness of each of the areas that provide services to students (Exhibit 3.B.15). The data are gathered and used to improve each of the areas to become more effective at fulfilling the mission and outcomes of the University.

In addition, the vice presidents for each sector use annual department reports from their directors to assess program effectiveness. Since the last full-scale accreditation visit, the administration implemented an in-depth program review process for each department on campus based on a five-year rotating schedule (Exhibit 3.B.16). These program reviews are performed by cross-campus committees and provide valuable feedback for each department and encourage changes to be made based on the recommendations provided.

Assessment methods that are adapted to individual offices and departments are augmented by University-wide surveys. The Noel Levitz’ Student Satisfaction Inventory (SSI), a longitudinal information-gathering instrument, is consistently administered to students with analysis reporting done by the Retention Office. Specific examples of how this survey is used include the institutional response to remodel the Student Center, add parking, and enhance campus lighting. Results from the SSI indicate that there is steady improvement in many of the areas that fall within the purview of Student Development (Exhibit 3.B.17).

Analysis and Appraisal
While there are many opportunities for student involvement in the campus committee structure, student participation is not always realized as intended. In some instances, students cannot make the time commitment that committee work requires. Also, students are challenged to quickly develop a working understanding of the context and specific details related to the committee to which they are assigned. Some committees fail to orient students to the common knowledge base necessary to conduct the committee’s business. In any case, more effective mechanisms for actively engaging students are needed to fully achieve the student participation intended in the governance structure.

Regarding campus security and the Clery Act, the University Security reports indicate that in terms of reportable crimes against persons, NNU has remained consistent and below the national average. However, thefts, vandalism, and other incidents on campus have increased primarily due to an emphasis on documentation, deterioration of the social and economic environment around the University, and increased population of the city. In order to combat this, the Security Department instituted Campus Crime Prevention and Public Safety Audits (lighting, parking, and public safety), which resulted in campus improvements including the installation of upgraded/new lighting between buildings, the installation of a partial perimeter fence with barrier gates closing some of the entrances into the campus, the trimming and/or removal of shrubs and trees posed as security and safety risks, and the demolition of three condemned campus residence halls.

Although the student services departments appear to be effectively serving the student population, more effective evaluative procedures could be implemented and additional data could be collected to better inform those in position to make positive changes within these departments. As the University continues to implement and refine assessment procedures across campus, this will undoubtedly impact the student services departments as well.

ACADEMIC CREDIT AND RECORDS
(3.C.1-5)
The evaluation of student learning, which ultimately leads to the awarding of credit, begins
with the syllabus for each class. Course syllabi contain the grading criteria used to evaluate student learning of the course content. Credit is awarded in accordance with the NWCCU’s definition of units of credit. The Undergraduate Catalog and Graduate Catalog (Exhibit 3.C.1) are the primary sources of the credit awarded for each course. In addition, the Schedule Bulletin of Courses is produced each year and provided to all students. Each of these documents is available in print form and published on the University web site.

All courses taught must be assigned the credit value published in the most recent Undergraduate or Graduate Catalogs. All courses listed in the Catalogs have a credit value; however, some courses are allowed to be taken for variable credits. Course credits can be changed only if the student takes the course by independent study. The course of study and credit assigned must be approved by the professor, department chair, and Registrar, and have a syllabus attached indicating that the work to be done in the course will match the number of credits to be earned.

Each student has two records in which data are tracked by the Registrar: a student folder and a degree audit. The student folder is initiated in the Admissions Office and begins with the admissions application, high school records, ACT and/or SAT test scores, and/or other transcripts recording credit from other higher education institutions. Upon enrollment at NNU, these records are transferred to the Registrar’s Office and stored in a locked file cabinet. The second record prepared for each student is a degree audit based on the degree-seeking major the student has chosen. The degree audits are created electronically and the digital data are backed up for security purposes. The Registrar’s Office is currently in the process of scanning previous students’ permanent records that are currently stored in hard copy format and converting this data to electronic format.

The University Undergraduate and Graduate Catalogs identify the course listings that are appropriate to the degree and classification level. These are identified in the Undergraduate Catalog as using 100/200 level courses for freshmen, 200/300 level for courses for sophomores, and 300/400 level courses for juniors and seniors. The Graduate Catalog identifies 500/600 level courses for graduate students. In some instances, the University offers courses numbered lower than 100 for remedial elective University credit. The Registrar’s Office upholds the credit level standard for undergraduate students by reviewing the courses for which they register.

Criteria for theses, portfolios, presentations, or test requirements are identified individually in the course syllabi. Internship criteria are identified in the Undergraduate Catalog. A minimum of 45 internship hours is required for one semester credit. The Registrar receives notification of the completion of these requirements from the department program assistants. The completion of such criteria is recorded on the student degree audit.

Information concerning the distinction between credits offered for continuing education credit and continuing education unit or non-credit certification is clearly stated in numerous places: Online Registration Forms (Exhibit 3.C.2), Course Request Forms (Exhibit 3.C.3), the Continuing Studies web site, and the Graduate Catalog. Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized.

Extended University Services (EUS) identifies three different types of non-degree courses: graduate/undergraduate continuing education credit, continuing education units, and non-credit certification. EUS brochures, flyers, and course registration forms indicate the distinction between the credit and non-credit courses. The Professional Development Registration Form (Exhibit 3.C.4) states, “Continuing Education Courses are designed for professional development and are not normally considered part of a degree completion program.”
Every course taken at NNU, whether a degree credit, continuing education credit, continuing education unit (seat time hours), audit, or no-credit course of study, is recorded on one of three institutional transcripts: Undergraduate, Graduate, or Professional. Copies of the three transcripts are provided in Exhibit 3.C.5. Any use of such terms as extension credit, x credit, or continuing education credit is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by that institution. Student transcripts clearly note when any credit awarded is non-degree credit. Credits earned are reported as “0” for continuing education units and for no-credit course of study. Grades are reported as P/F without a GPA notation. Whenever the institution grants non-degree credit other than the Continuing Education Unit (CEU), the summary evaluation of student performance beyond mere attendance is available.

The criteria for awarding transfer credit from regionally-accredited institutions are listed in the University Catalogs. A process guideline is used to verify what credits will be accepted and how they are applied to the GE Program or major (Exhibit 3.C.6). The implementation of transfer credit policies is consistent with Standard 2.C.4, as well as Policy 2.5 Transfer and Award of Academic Credit. Exceptions to the stated Catalog policy are recorded in a document that identifies the institutional category, the type of accreditation granted, and the credit and time to award credit (Exhibit 3.C.7).

University-level credits earned in academic degree programs at colleges and universities accredited by regional accrediting associations are normally accepted by the University. Credits earned in other institutions are granted on a case-by-case basis. The University does not accept transfer credit for courses in which a grade lower than C- (1.75) was received, nor does it accept sub-university (remedial or developmental) courses. Transcripts are evaluated by the Registrar and the Degree Audit Assistant. A transfer student’s class standing is based on the total number of credits accepted. A maximum of 62 semester credits (or half the total credits required for graduation) may be transferred from a two-year school. The computation of cumulative GPA is based only on grades earned at NNU.

College transfer students with Associate of Arts degrees from Oregon, Washington, and Idaho community colleges, as well as from four-year schools in Idaho, are accepted by articulation agreement with the University. Students from these states with Associate of Arts degrees currently meet GE requirements with the exception of a Bible/Theology course and the Kinesiology activity requirement.

All academic records are considered permanent and private and represent the historical record of a student’s progress. Student records are password protected and only authorized personnel have access to student records and data. The guiding principles of the Federal Education Right to Privacy Act of 1974 (FERPA) are fully understood and practiced by personnel who deal with student records. University personnel receive training concerning the release of information and are provided with a reference card that cites information-release constraints (Exhibit 3.C.8). The information-release policy respects the right of individual privacy and ensures the confidentiality of records and files.

To further maintain confidentiality, each student is assigned a unique random ID number by the Jenzabar CX administrative software system. All student records are stored under this number. Manual records are maintained under the ID number, and all electronic records are accessed by the student and major advisors through this number. During Academic Orientation, students are advised to keep this ID number private. Students can access their academic records by logging on to a secure web site with their unique login and password. Students have the ability to change the password as necessary and are required to change it every 90 days.

In an effort to keep students records current and accurate, students are asked to verify their biographical data each year at the beginning of...
Transcripts are kept up-to-date electronically using the web grade entry module of the Jenzabar CX administrative software. A grade verification email notification process is used to help faculty members confirm that they have entered grades correctly.

Data and records maintained in computing systems have adequate security and provision for recovery in the event of a disaster. Regular backup of digital records is implemented by the University’s IT staff. A University committee, headed by the IT Department, is in the discussion and planning stages of a Disaster Recovery and Institutional Maintenance Plan. Paper copies of student permanent records are housed in secure, fire-proof storage. Other student records are maintained in secure file cabinets. Duplicate copies of student permanent records are stored in a secure location in another building on campus.

Analysis and Appraisal

Students new to the University are required to attend an orientation prior to the beginning of classes. This orientation focuses on the expectations of scholarship, the credit structure, the value of reading a syllabus, the use of the Library, and use of the computer network. Surveys from University Seminar classes have indicated that this orientation is extremely beneficial for students and helps set the tone for student achievement throughout their academic career (Exhibit 3.C.9).

In addition to New Student Orientation, several other annual academic events were redesigned to specifically focus on student achievement. The opening convocation of fall semester, the senior investiture chapel, as well as the commencement events are all used as opportunities to heighten the awareness of student learning as achieved through the four institutional outcomes.

The handling of academic credit and records is appropriate. Those departments that regularly interact with student records are aware of FERPA regulations and treat student records and data with appropriate care and confidentiality. Student records, including transcripts, are private, accurate, and complete. If any records are found to be not accurate or complete, students are urged to come to the Registrar’s Office for consultation. Student responses to surveys indicate that students feel comfortable identifying issues they have about their academic records (Exhibit 3.C.10).

STUDENT SERVICES (3.D.1-19; Policy 3.1)

Student Recruitment and Admission Policies

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

The Admissions Office, one of six areas that report to the Vice President for Enrollment Services and Marketing, operates under the following departmental mission statement:

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

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

The admitting function includes processing and tracking of student applications by the admissions support staff, with ongoing review of student status by the admissions counselors. Students who meet two of NNU’s three admissions criteria are fully admitted. Students who do not meet full acceptance criteria may be admitted provisionally, referred to the Admission and Recruitment Committee for review, or deferred/denied admittance, as explained in the Undergraduate Catalog and outlined in Exhibit 3.D.1.

The Admissions Office contributes to NNU’s overall mission by recruiting and admitting traditional undergraduate students. Summer school, graduate, and non-traditional recruitment and admission is handled by Extended University Services in consultation with the various academic departments. This reflects both the board mandate for the institution to focus on the stable undergraduate enrollment and the operational responsibilities of EUS for graduate and non-traditional program support within the Office of Academic Affairs.

Admissions operates according to a strategic plan that is updated annually and includes numerical goals for the number of applications received, students admitted, and students enrolled, as well as strategies for accomplishing these goals (Exhibit 3.D.2).

The Admissions strategic plan includes recruitment objectives to achieve annual goals toward the target increase of 60 FSE by the fall of 2008. Traditional student enrollment initiatives being implemented include the following activities in complement to the Admissions strategic plan:

- Redesign of the NNU web site in 2000 and 2006
- Development of a brand tagline and integrated marketing plan
- Contract with Royall and Company for sophomore and junior prospective student search processes to increase inquiry funnel to above 10,000 inquiries
- Completion of an external retention audit leading to retention initiatives and the development of a faculty-led retention committee
- Discount rate being raised from 26% to 30%
- Personnel additions of a retention coordinator, admissions counselor, and full-time visit coordinator
- Hiring of a non-traditional financial aid counselor to focus on adult students; thus, allowing current staff members to focus on traditional financial aid counseling
- Enhanced diversity recruitment through the reallocation of the Director of Multicultural Affairs responsibilities to 40% diversity/admissions recruitment
- A consultative visit to Royall and Company in Richmond, Virginia, leading to enhanced and increased communication prior to prospective students’ final college choice set typically decided by Christmastime of their junior year (participants included the University President; Vice Presidents of Enrollment Services and Marketing, Financial Affairs, and Academic Affairs; Director of Admissions, Director of Financial Aid, and Director of Marketing)

Analysis and Appraisal
The current staff in Admissions is well-qualified for achieving the departmental and institutional goals. The Vice President for Enrollment Services and Marketing and the Director of Admissions both have advanced degrees and bring experience to their positions. The current admissions counselors are all high-achieving NNU graduates representing a variety of programs: Business, Communication Studies, Athletics, Music, Science, English, Education, and Religion. The Admissions’ support staff has many years of experience and is highly respected on campus for their knowledge of...
NNU’s policies and computer systems. They are well-versed on the Jenzabar CX administrative software and use it effectively to track data on prospective students throughout the admissions process.

Moving the Admissions Office from the basement of the Emerson Administration Building to the newly remodeled Admissions Welcome Center in the spring of 2002 brought an improvement in the quality of facilities and space available. The office has adequate publications, computer systems, displays, and other materials for accomplishing its purposes. In the last three years, the first-time freshmen enrollment increased from 255 to 269 students. A recent initiative focuses on enhancing the inquiry funnel by purchasing high school sophomore and junior student names. The return on this investment should be realized in several years as these students matriculate from a larger inquiry funnel.

Since the last accreditation visit, numerous changes were made within the Admissions Office and across campus to improve the effectiveness of recruiting students. The office now has representation on the President’s Cabinet through the Vice President for Enrollment Services and Marketing. Improved collaborative and supportive relationships were established with the Financial Aid Office, the Registrar’s Office, and the Office of Academic Advising to help streamline the admissions process for prospective students. Admissions acceptance tiers were clarified to assist the Admissions Committee in evaluating borderline applicants (Exhibit 3.D.3). An attractive set of Admissions publications and collateral (Exhibit 3.D.4) was produced and is well-received by prospective students. NNU’s summer ministry teams take an active role in assisting in recruiting and provide effective public relations within the recruitment districts. Perhaps most important of all, many faculty members take a personal interest in the recruitment of students, and their participation in calling prospective students and other recruitment activities increased in recent years.

The Admissions Office observed several trends in recent years. The number of applications for undergraduate admission received each year is increasing, while yields are moderating. Electronic applications facilitate students’ application to more schools, though higher yields from some parts of NNU’s educational region can be attributed to Nazarene students yielding at a higher rate. NNU’s fall 2004-05 yield of first-time freshman applications was 31-32%, which is the same as the 31-32% average yield reported by CCCU schools from the Northwest Region. The Admissions Office also experienced an increase in the number of transfer student applications received. Details regarding the transfer student enrollment three-year average of 77 can be viewed in Exhibit 3.D.5.

Respecting Diversity
NNU is conscious of the diversity of the population in the University’s educational region and makes intentional efforts to recruit students of various ethnic, socioeconomic, and religious backgrounds. The fall 2005 new student class included 13 Latino students and 8 African-Americans. The spring 2006 NCATE accreditation team reported that NNU met all standards including positive progress in diversity. Exhibit 3.D.6 illustrates a number of investments that the institution made to promote diversity on campus. In spring 2005, the job description of the Director of Multicultural Affairs was restructured to allow her to spend additional time recruiting students from diverse populations. In addition, NNU participated in the Church of the Nazarene’s annual Multicultural Recruitment Summit, which involves planning to increase the diversity of the Nazarene institutions of higher education. The Vice President for Enrollment Services and Marketing also serves on the Hispanic Cultural Center of Idaho (HCCI) Board of Directors. The addition for fall 2006 of three new faculty members from under-represented groups on campus also communicates to students and to the community the University goal of increased diversity.

In January 2004, under the leadership of the University’s VPAA, the Director of
Multicultural Affairs, and other campus personnel, the first annual NNU Beloved Community Week was organized, involving a collection of activities including the annual Martin Luther King, Jr. candlelight vigil and Human Rights Day luncheon in honor and celebration of the values for which Martin Luther King Jr. stood. Members of local communities were also involved. The significance of this particular event was important not only to students of color but to the campus community in general. The institution is continuing this event as an expanded annual week-long cultural focus for the University.

While 56% of students at NNU come from a Church of the Nazarene background, the 44% of the students with non-Nazarene backgrounds add a wide range of religious diversity to the campus community. Appendix 3.2 provides a breakdown of the freshman enrollment by denomination for fall 2005. In the spring of 2004, a campus meeting was held to discuss proactive ways that the University can address the recognition and appreciation of other religious faiths.

**Analysis and Appraisal**

The Treasure Valley area has a growing Hispanic population, and efforts are being initiated to reach out to this group. Scholarships for multicultural students continue to improve to assist Admissions’ efforts in this area. A proposal was approved to increase scholarships for ethnically diverse students through the President’s Scholar Awards. In order to gain a better understanding of how the University can attract a more diverse population, the development of a Diversity Task Force including participants from the Admissions Office is chaired by a faculty member with the VPAA and the VPESM serving as co-chairs and liaison to the President’s Cabinet. The diversity initiatives for recruitment can be viewed in Exhibit 3.D.7.

There is an ongoing awareness and appreciation of ethnic, cultural, and religious diversity as shown by positive student responses on their chapel cards and through email. A recent chapel series featured leaders of other religious faiths including a Jewish rabbi and a Muslim. This series was well-received by the students and campus community.

In 2005, as part of the “NNU Presents” entertainment series, the Latin Christian rock group Salvador performed, opening avenues into the local Hispanic community. Increased student and faculty attendance and participation in events such as Farm Workers’ Appreciation Day, films and discussions at the Hispanic Cultural Center of Idaho, Music of the Americas, and the voluntary participation by students and faculty in past Martin Luther King Jr. and the current Beloved Community emphases, all indicate that the University is making strides to promote diversity on the campus.

**Student Placement**

Since the 1996 accreditation report, NNU became more deliberate in its enrollment policies. The 1996 report stated that “graduates of accredited high schools are granted ‘regular admission,’” implying that any high school graduate was admitted. Over the past three years, admissions criteria were tightened, and a committee is in place to review the status of potentially at-risk students.

When students’ admissions files are complete, they are reviewed by the admissions counselors. Students who meet two of NNU’s three admissions criteria of ACT 18 or above, top 50% class rank, or GPA above 2.5 are fully admitted. Students who do not meet full acceptance criteria may be admitted provisionally, referred to the Admission and Recruitment Committee for review, or deferred/denied admittance. The Assistant Director of Admissions serves as half-time Retention Coordinator and has worked with other campus units to develop a structured first-year curriculum for students admitted provisionally. This curriculum includes the following:

- ST 121 College Study Methods
- EN 101 Improvement of Language Usage (if the ACT English score is lower than 18)
• MA 090 (if the ACT math score is lower than 18)
• ST 111 University Seminar course sections that are specifically set up for provisional students (this course will be replaced with HU 101 Cornerstone in the new GE curriculum)

In addition to the curriculum, provisional students are monitored closely, and academic progress checked during weekly meetings with the Academic Advising staff. Students who are admitted with full status but who score below 18 on the ACT math or English sections are also placed in the appropriate courses.

Analysis and Appraisal
The systematic placement of provisional students into specific courses and close monitoring of these students appears to be producing positive results. For the past several years, first-time freshmen retention from fall to spring shows some improvement over previous years. Retention data is provided in Exhibit 3.D.8. In spite of this success, there is room for improvement regarding the career counseling these students receive, as well as the advising provided for Liberal Studies students (generally students with undecided majors).

Requirements for Continuation, Termination, and Readmission
The Undergraduate Catalog and Student Handbook/Planner include descriptions outlining the requirements necessary for maintaining good academic standing and the consequences to students who are unable to meet those standards.

A student with an unsatisfactory academic record will be notified, and may be placed on probation or dismissed. If a student’s semester grade point average is below standard (1.750 for freshmen; 2.000 for sophomores, juniors, and seniors), the student will be placed on academic probation. Maximum credit load for the student may be limited to eight semester credits until the student earns grades that bring both the cumulative and semester grade point averages at or above 2.000. Failure to maintain cumulative and semester grade point averages at University standard may result in dismissal from the University.

If a student’s academic performance is hindered by unforeseen circumstances, the student may submit a written appeal to the Academic Progress Committee. Appealing a decision of the committee does not guarantee a reversal of its initial decision.

If a student is dismissed from the University, the student may be reinstated by doing one of the following:
1. Attend another institution and earn a minimum of eight semester credits with a minimum GPA of 2.0.
2. Attend NNU, as a “temporary non-degree seeking student,” earning eight semester credits with a minimum GPA of 2.0.

When reinstated, the student re-enters with probationary status.

Analysis and Appraisal
A specific plan for combating attrition was not in place during the last accreditation review. Since that time, improving the retention rate of students became a high priority for the University. In 2002, the University established a Retention Office and created a half-load Retention Coordinator position charged with monitoring campus customer service, evaluating student satisfaction, and responding with various strategies and interventions to student concerns as needed. Freshman expectations of college, current student satisfaction, a non-returning student profile, and many other measurements are collected and compiled, allowing the Retention Office to be data driven in its efforts (Exhibit 3.D.9). The internal goal of the Retention Coordinator is to raise the institutional first-time freshman retention rate from 70% to 75%.

A Retention Task Force comprised of representatives from across campus including faculty, staff, and administrative personnel was also established. In the initial meetings of the Retention Task Force, the gap between the needs of under-prepared students and the support services offered by the University became
apparent, and a series of recommendations were made to the President’s Cabinet to help bridge this gap. These recommendations were adopted and put into place during fall semester 2004. Early anecdotal reports give hope that the University is better serving these students and lowering their risk of attrition. The University will continue to monitor how these under-prepared students are being served and respond appropriately. Currently, student application materials and test scores are being routinely screened by a committee to identify students the University is not in a position to accommodate, and these students are denied admission. In February 2006, the institution committed to an external retention audit that was conducted by Teresa Farnum, a nationally respected retention consultant. The results of this audit can be viewed in Exhibit 3.D.10.

Although only in its third year of formal operation, the retention area is making progress. The freshmen student retention rates for recent years are listed in Table 3.D.1. Freshman numbers are significant because the most significant attrition at NNU historically occurs during the first year.

Over the past few years NNU gradually raised its freshman retention rate, which in turn is reflected in the overall retention rate, graduation rate, and positive enrollment numbers. The initial freshman retention percentage caused concern, especially when compared with peer institution retention rates.

The modest retention and graduation rates compared to peer institutions raised some concerns among University administrators. It was correctly noted that unless the problem of retaining students was addressed, the institution would be unable to increase enrollment even with significantly larger recruiting classes each year. Current numbers place the University closer to the averages of peer institutions. The gains in freshman retention recently appear to indicate that the University is doing a better job in retaining students. This can be attributed to the University’s conscious effort to promote retention activities in all sectors of the campus. Last spring, the University reconstituted its retention committee from a staff-led group within the Office of Enrollment Services and Marketing to a dean-led group reporting to the Vice President for Academic Affairs. During the 2006-07 school year, this group will establish retention benchmarks, review existing strategies, and develop a revised plan for optimizing the retention of capable students.

### Publication of Graduation Requirements and Rates

The Undergraduate and Graduate Catalogs provide information describing the institutional graduation requirements needed for achieving the various degrees offered by the University. Reference to the Student Right-to-Know Act is included in the Undergraduate Catalog and Student Handbook/Planner, and is also published on the NNU web site (Exhibit 3.D.11). Documents on student progress and success, including graduation rates and retention for the past three years, are also available on the NNU web site (Exhibit 3.D.12). Table 3.D.2 provides NNU graduation rates for years ending in 1999 through 2004.

### Analysis and Appraisal

The institution has seen some positive progress in graduation rates in the past few years. Some of this improvement in graduation rates can be attributed to the intentional steps of adding the designated personnel position of Retention Coordinator. This Retention Coordinator helped

<table>
<thead>
<tr>
<th>Freshman to Sophomore Retention</th>
<th>Starting FF’s</th>
<th>Returning</th>
<th>Non-Returning</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002 FF Retention</td>
<td>236</td>
<td>164</td>
<td>72</td>
<td>69.49</td>
</tr>
<tr>
<td>Fall 2003 FF Retention</td>
<td>258</td>
<td>187</td>
<td>71</td>
<td>72.48</td>
</tr>
<tr>
<td>Fall 2004 FF Retention</td>
<td>261</td>
<td>186</td>
<td>75</td>
<td>71.26</td>
</tr>
</tbody>
</table>

Table 3.D.1 Freshman to Sophomore Retention
track important trends, made suggestions for a collaborative academic support sequence, guided the analysis and subsequent recommendations for the Student Satisfaction Inventory, and developed increased retention communication steps with faculty, returning, and non-returning students.

Graduation rates are likely to continue to improve because the institution is admitting fewer provisional students (only 28 provisional students in the fall of 2005 vs. 44 provisional students admitted in the fall of 2004). Present steps with continued potential to improve retention and graduation rates include implementing recommendations from the external retention audit, Retention Committee chaired by Dean of the School of Health and Sciences, enhancing need-based financial aid, and paying close attention to opportunities to improve areas identified on the Student Satisfaction Inventory for intervention (e.g., lighting and parking lot expansions).

Financial Aid Program
In an effort to assist capable students in their pursuit of a liberal arts education, NNU is committed to providing scholarships, awards, grants, and allowances. For the 2005-06 school year, over $6.6 million was provided for this purpose. Funds come from a variety of sources including endowed scholarships, University funds, and federal funds in the form of Title IV aid. NNU offers approximately 400 different institutional scholarships, totaling nearly $5 million each year. This assistance is awarded to approximately 1,000 students (exceeding 90%) every year in the form of endowed scholarships, current donations, and departmental and miscellaneous awards. NNU strives to keep a relatively low discount rate of 26%. This practice is scheduled to shift over the next few years, however, as board action has set a target discount rate of 30%.

The awarding of financial assistance to students is primarily for the purpose of recognition of achievements, assisting competent students to acquire a college education, and recruiting and retaining students. Endowed scholarships are awarded to capable and needy students as dictated by donor criteria and institutional guidelines. Reviews are made regularly to be certain that funds are maximized and delivered to student accounts each semester.

The endowed scholarship funds grew significantly since the last full-scale accreditation visit, increasing from approximately $4 million to over $17 million, now generating over $750,000 in annual scholarship aid awarded over and above regular institutional aid.

Analysis and Appraisal
The U.S. Government continues to add requirements in order for students to be eligible to participate in the Federal Aid programs. In recent years, the “Student Right to Know” reporting and other stipulations have added an increased burden to the University. The Financial Aid Office does do the actual reporting in most cases; however, the responsibility to see that it is done is critical to the continuation of Federal Aid. Graduation rates and campus security data are a few examples illustrated on the NNU web pages that assist the Financial Aid Office in meeting the federal requirements of posting historical data.

Financial Assistance for Students
The Financial Aid Office is charged with the responsibility of awarding federal, state, institutional, and outside aid. This includes monitoring outside sources of financial assistance for students, counseling students and parents regarding the many resources they can

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
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<tbody>
<tr>
<td>1999</td>
<td>49%</td>
</tr>
<tr>
<td>2000</td>
<td>44%</td>
</tr>
<tr>
<td>2001</td>
<td>41%</td>
</tr>
<tr>
<td>2002</td>
<td>40%</td>
</tr>
<tr>
<td>2003</td>
<td>54%</td>
</tr>
<tr>
<td>2004</td>
<td>49%</td>
</tr>
</tbody>
</table>

Table 3.D.2 NNU Graduation Rates for Years Ending in 1999-2004
explore, and working toward the retention of students from semester to semester by providing financial counseling. The Financial Aid Office awards financial aid according to governing policies; monitors earnings from student campus employment; processes student/parent loans, maintains compliance with federal, state, and NCAA aid regulations; and monitors the awarding of aid in relation to satisfactory academic progress.

The Financial Aid Office is comprised of the Director of Financial Aid and two financial aid counselors for traditional students. These positions are classified as administrative personnel. One other administrative personnel position in the department is the non-traditional, adult student financial aid counselor. The two staff positions that support the office administration include the data manager (who assists with loan administration) and the secretary/receptionist.

The awarding of aid from various programs to prospective and current students is a process that takes a great deal of coordination. The Financial Aid Office works closely with the Admissions Office, Business Office, and University Advancement Office in the recruitment and retention of students. Interfacing with the Admissions Office personnel to maximize student yield each year is a top priority. The increased number of applicants in recent years required close coordination during campus visits, the awarding process, and the eventual enrollment of each student at NNU.

Information regarding financial assistance for NNU students is published in the Undergraduate Catalog. The following types of student assistance are regularly made available: institutional scholarships, awards, allowances, institutional grants, federal grants, federal loans, part-time employment, and other sources of financial aid. Descriptions of NNU scholarships and grants are published on the University web site and are available in print form at the Financial Aid Office (Exhibit 3.D.13). A flyer regarding various financial aid options is included in each application packet for new students (Exhibit 3.D.14). Brochures on various other aid topics such as completing the FAFSA, an affordability brochure, financial aid procedures, and payment plans are also available throughout the year (Exhibit 3.D.15). Financial aid categories and “how-to” information are also included in informational presentations made by the Financial Aid Officers and Admissions Office personnel at various high school and community college events throughout the year.

**Analysis and Appraisal**

The Financial Aid Office has a dedicated staff and qualified, professional financial aid officers that go above and beyond standard expectations on a regular basis. With the creation of a new Graduate/STEP Financial Aid Officer position and recent hiring for that position, the Financial Aid Office has been able to offer better service for its growing number of clients including graduate students, as well as traditional and non-traditional undergraduate students. This change resulted in a more efficient delivery system and an office that continues to impact the campus in a positive manner.

The increased service to the graduate and non-traditional programs, in tandem with the larger pool of traditional undergraduate applicants, placed pressure on the Financial Aid Office to monitor and modify its practices and procedures. The effort to integrate information between many offices on campus improved its efficiency and effectiveness, but stretched its personnel. The Financial Aid Office must continue to evaluate the best use of its personnel without creating further fatigue or burnout. One possibility is to offer more financial aid services via the web, including the development of electronic awarding methods.

The strategic use of each financial aid dollar is critical in the recruitment and retention of students at NNU. The Financial Aid Office continues to study and assess how it can increase yield and retention rates by the reevaluation of current aid programs and practices. Examples of this include allocating additional need-based dollars to draw various students and exploring other ways to use money to assist students to matriculate and persist at NNU. A copy of NNU’s recent resolution and commitment to
assist students with need-based funding can be found in Exhibit 3.D.16.

Monitorying Student Loans
The majority of loans are disbursed electronically to student accounts, with an accurate accounting of the drawing down of funds from the lender/guarantee association and placement of the funds on the student account for each transaction. The Business Office and Financial Aid Office work closely to monitor that the funds are placed on the correct account. Weekly and monthly reconciliation is done to be sure that all monies are accurately posted.

Institutional loan funds are monitored and reviewed periodically for availability and proper posting. The collection of payments and the monitoring of defaulted status are performed by the Business Office on a regular basis. The institutional default rate is well below the national average, and information on this loan default rate is provided in Exhibit 3.D.17.

Entrance and exit counseling for the Federal Family Education Loan Program (FFELP) and Perkins Loans are primarily done via the web. The Financial Aid Office does a considerable amount of personal counseling with students on repayment, deferment, forbearance, and consolidation issues.

Analysis and Appraisal
The Financial Aid Office is committed to helping students graduate with a debt level that is reasonable and manageable. Figure 3.D.1 indicates the percent of NNU students each year that have incurred loan debt and the average amount of debt incurred. This amount is growing and is a concern that will require careful monitoring over the next few years. This indebtedness will be impacted in part by the reduction of the Federal Perkins Loan program, forcing students into higher interest loan programs. The institutional commitment to add discount funding of 4-5% in the next few years will infuse approximately $500,000 towards need-based aid. In the coming years, the Financial Aid Office anticipates that it will have to do more counseling and creative packaging to help families cover the cost of an education at NNU.

New Student Orientation
New Student Orientation is considered an essential component in helping new students make the transition to NNU and ultimately realize a successful educational experience. Orientation is provided to all new students, both undergraduate and graduate, as well as special populations such as the STEP cohorts, and is designed to help new students gain a better understanding of NNU, its mission, and educational outcomes, and facilitate their integration into the campus community.

The Financial Aid Office provides assistance in undergraduate (traditional and STEP) and graduate orientations. Presentations inform students about the type of aid that is available and help them understand the process of applying for aid. Orientation programs are done at the traditional undergraduate semester enrollments, as well as at the beginning of each cohort group for STEP, and each of the graduate programs.

The Retention Coordinator is now responsible for coordination of New Student Orientation between offices and among departments. This is a relatively new development for the University. The addition of an orientation coordinator brought to completion the recommendation stated in NNU’s response to the 1996 accreditation review in which NNU pledged to assign orientation oversight to one person.
Undergraduate orientations are offered at the beginning of each semester with the largest emphasis in the fall. New students are invited to the campus several days before returning students for a focused time of orientation called “Welcome Week.” The program contents are diverse and meaningful and include the following activities: registration, academic orientations including support services and academic systems education, financial aid sessions, an orientation on how to use campus technology, a community information fair with over 50 community businesses and churches participating, chapels and convocation, and community-building activities (Exhibit 3.D.18). Special orientation sessions for parents are also included in the programming. A smaller-scale, one-day orientation program is offered for new students at the beginning of spring semester.

The coordination of New Student Orientation for the graduate and STEP programs falls under the direction of the individual departments and schools and is generally offered prior to the start of each new cohort. These orientation programs are designed to give non-traditional and graduate students an overview of the academic resources that NNU provides for them. Representatives from the Library, IT, Financial Aid, and the academic program in which they’re enrolled participate in these events.

Analysis and Appraisal
Students have consistently rated the “Welcome Week” orientation program as generally being very helpful and meaningful (Exhibit 3.D.19). Based on feedback received concerning the length of the program, however, the decision was made several years ago to condense the “Welcome Week” activities from a six-day orientation program to a five-day program. The elimination of one day of the program allows students to be more actively involved in purposeful activities.

Academic Advising
At NNU, academic advising falls under the authority of the Vice President for Academic Affairs and is decentralized to the departments within each school. Each student is assigned an advisor on the basis of the student’s declared major. Students who have not declared a major are advised as Liberal Studies majors by the Director of Academic Advising. The primary reason for this is that the majority of lower division courses taken by all students are from the Liberal Studies core curriculum. This enables students with undeclared majors to investigate a number of programs before identifying their major. Assigning students faculty advisors within their major allows advising to be tailored to meet the needs of students by discipline and also allows faculty members to build closer relationships with students they most frequently have in their classes. Advising is primarily a faculty role; however, administrators and staff also participate in specific tasks and situations.

Advisors help students plan out an educational program that is consistent with students’ interests, abilities, career goals, and expectations. They also help students plan and schedule their courses and monitor their progress toward completing their degree, including meeting with each student before pre-registration. Each spring, the Registrar provides a packet of advising materials for each faculty member prior to pre-registration (Exhibit 3.D.20) and uses part of a regularly-scheduled faculty meeting to provide training on how to best advise students on completing their schedules.

Analysis and Appraisal
Faculty advising is a vital component in the education of college students. For this reason, it needs to be evaluated and strengthened through an ongoing process. Historically, this was done primarily in informal settings. However, standardizing procedures across campus will help make sure that all students are receiving support at a minimum level, as well as to know what to expect from their advising meetings.

The University is in the process of implementing online registration for students. The IT department is collaborating with two sister institutions to implement ‘best practices’ for online registration at NNU. This would simplify the registration process for both students and faculty by making it easier for students to create
their schedules, enroll in reserved courses, and add and drop classes. Having online registration available, however, may cause some reduction in the personal interaction that often happens with advisor-advisee relationships.

**Career Counseling and Placement Services**

The Career Center provides information and assistance to students in the areas of career exploration and career opportunities. Services offered to students include teaching students to write effective resumes, providing opportunities to practice interviewing techniques, establishing networking contacts, and finding career-related part-time, full-time, and summer employment.

In addition to print materials, there are several computer programs and events to assist students. These resources include Idaho Career Information Services (CIS), Dependable Strengths Program, Multiple Occupational GOE Assessment Program (MOGOE), a current listing of helpful Internet addresses, and the Career Center home page. Annual Career Week activities offer students several career-related events including an Etiquette Dinner/Dress for Success Style Show, Reality 101 Luncheon, Alumni Networking Day, and a major Career Fair (Exhibit 3.D.21).

Staffing in the Career Center includes the Career Center Director (9-month, administrative personnel contract), one 1/3-time 12-month administrative assistant, student employees, and Student Leaders in Career Education (S.L.I.C.E.) team members. The Director reports directly to the VPAA and, as a result, is connected to other academic student services. This connection to academics enables the Career Center to communicate and collaborate more directly with faculty members. Having the opportunity to speak in faculty meetings and at the Dean’s Council has helped to involve faculty members, make them aware of opportunities that are available, and encourage them to speak to students about taking advantage of the Career Center resources.

S.L.I.C.E. is an academic program implemented in the 2004-05 academic year. It not only serves as an academic option, but also provides additional staff and services for the Career Center. Students receive field experience credit by serving as liaisons between the Career Center and the students’ respective academic departments. S.L.I.C.E. students learn valuable leadership skills, help peers with career searches, perform various duties on behalf of the Career Center, give presentations, and maintain contact with alumni and members of the business community. Each student is required to set individualized goals with the cooperating academic department for his or her one-year term in order to earn academic credit.

Two courses are now offered regularly for credit by the Career Center: ST 181 Dependable Strengths and ST 371 Career Class: Living a Life You Love. It is anticipated that the Career Center facility will be expanded in the near future as a part of the Campus Master Plan to expand the Student Center.

**Analysis and Appraisal**

The Career Center is successful in carrying out its mission to provide information and assistance to students in the area of career exploration and career opportunities. Progress was made in the past five years to improve the services offered by the Career Center including the Career Class/Dependable Strengths Class, Career Week events, and the S.L.I.C.E. program.

The Career Center saw an increase in student usage as a result of the facility being moved from the basement of the Administration Building to the Student Center, where it is more central to student activity. Other contributing factors include strong faculty support and an expanded Career Week that now includes more participation of alumni, corporate organizations, and community sponsors.

One of the keys to the Career Center’s success is the Director’s positive interpersonal skills and ability to plan and execute events utilizing a large number of people across campus. The Career Week events are an excellent example of this. The events involve over 150 students, staff, faculty, alumni, and retired NNU volunteers. Approximately 40% of the NNU student body attends the Career Fair, along with faculty, staff,
administrators, and students from nearby colleges and universities. In 2005, the attendance doubled at the Sneak Peek and Reality 101 Luncheon, and 175 persons attended the Etiquette Dinner.

The teaching and advising contact by the Career Center increased over the past few years. Some examples of this include an increase in the number of classroom presentations, the development and implementation of the Career Class and Dependable Strengths courses, and increased collaboration with the Director of Student Advising to encourage use of the Career Center. The Career Center also cooperated with the Graduate Counseling program by serving as a site for graduate internships and practicum students who assist with career counseling.

One of the most difficult challenges is finding ways to effectively communicate available resources and services to students and faculty. Methods currently include email, flyers, chapel announcements, bulletin boards, Career Center home page, notes in mailboxes, and food. However, one-on-one contact or small groups such as classes and club meetings seem to yield the best results. Since it is impossible for the director to reach all students in a small group setting, it is imperative that faculty members and student leaders encourage other students to understand the value and utilize the resources and services the Career Center has to offer. The S.L.I.C.E. program addressed both of these areas by developing student leaders who can promote career services to their peers and faculty in academic departments.

The Career Center’s effectiveness was enhanced by the addition of a 1/3-time staff support position and by a summer remodeling project that increased the Career Center’s space. The enhanced space and additional personnel communicate a positive message and makes it possible to efficiently compile data about Career Center services and effectiveness.

Health Care Services
NNU provides two areas of on-campus health care: the student Health Center and the Counseling Center. Both areas have directors that serve the campus community and report to the Vice President for Student Development. The Health Center and Counseling Center are both located on the main level of the Student Center with easy access for the general student population.

Student Health Center
The Student Health Center functions as an outpatient clinic for students when school is in session and is open Monday thru Friday from 9:00 am to 5:00 pm. Students can access services by scheduling an appointment or coming in on a walk-in basis as available. General services are available at no cost to students. A registered nurse is available by phone for consultation after hours and on weekends.

The Health Center is staffed by a full-time registered nurse who serves as the director and maintains current licensure from the State of Idaho Board of Nursing. The Student Health Center and Multicultural Affairs Office share one full-time receptionist. The American College Health Association deemed the Student Health Center at NNU an institutional member in good standing for the years 2004 and 2005.

Students are required to provide proof of current immunization status upon admission to the University. A comprehensive health questionnaire is also required of all full-time students. Students are required to pay a health fee each semester that provides a supplemental accident policy, which covers costs incurred secondary to their personal insurance. At this time, the University does not require students to provide proof of insurance. There is an optional health insurance plan that can be purchased by students wishing to do so.

Health Center staff work closely with students to provide information and resources to assist them in their individual needs. The director collaborates with a multitude of community physicians and practitioners to provide each student with the appropriate referrals and specialists as needed. Laboratory services can be performed at the Health Center and are available to students for an additional charge.
The Peer Health Education Program was launched in August 2003. Peer Health Educators are a selected group of student leaders trained to provide their peers with accurate information concerning health and wellness issues pertinent to college students. Areas of focus have included events promoting a safe spring break and a variety of alcohol prevention activities during National Collegiate Alcohol Awareness Week in October. The Peer Health Education program is a positive addition and added support base to the department.

Counseling Center
The mission of the Counseling Center is to serve the NNU community by providing mental health counseling in a Christian context of love and acceptance regardless of who the person is or what he or she believes. The purpose of the Counseling Center is to help community members maximize their effectiveness by resolving emotional problems that inhibit effective spiritual, emotional, intellectual, or social functioning.

The Counseling Center provides individual counseling, couples counseling, crisis intervention, seminars, consultation, referrals, and a web site with valuable information. The Counseling Center addresses such areas as depression, abuse, eating disorders, mental illness, stress, relational difficulties, sexual identity issues, drug and alcohol abuse, and family issues. The Counseling Center provides limited assessment capability with drug and alcohol and personality assessments. It also offers a number of group experiences for students, depending on the needs that are identified.

The Counseling Center’s primary clients are traditional students, but it also provides services for graduate and other students and, on a limited basis, University employees. Counseling is offered as a free service to the campus community. The focus of the Counseling Center is to provide personal counseling to the community in terms of support, consultation, personal growth, coping skills, decision making, and intervention.

The Counseling Center staff consists of two professional staff: the Director of Counseling, who has worked in the Counseling Center for 15 years; and a second counselor, who has been employed for 3 years. The Director of Counseling has a master’s degree, is credentialed in the State of Idaho as a supervisor of post-graduate students and is a Licensed Clinical Professional Counselor. The Counseling Center’s other staff member also has a Master’s degree and is a Licensed Professional Counselor.

The Counseling Center is open Monday thru Friday from 8:30 am to 5:00 pm and counselors are on call during times that the center is not open. The counseling staff works closely with a local doctor, has a long-term relationship with a local psychiatrist, and has worked closely with the mental health unit at West Valley Medical Center. The Counseling Center also uses interns who are closely supervised and who have substantially completed their course work in the Master of Counseling program.

Additionally, the Counseling Center has a group of Peer Mentors, who are students chosen for their relational skills and concern for others. The Peer Mentors are trained in listening skills, confidentiality, and other skills to facilitate their role and are supervised by the Director of Counseling. These students reach out to students who live in the residence halls and off-campus. They respond to what they see as needs as well as to students who have been identified by others as people who are struggling. To further the Counseling Center’s outreach, they developed an Alert Referral System (Exhibit 3.D.22) that encourages faculty, staff, students, and parents to contact the Counseling Center with concerns about individual traditional students.

Since the last accreditation visit in 1996, the Counseling Center made some significant changes. The Counseling Center relocated to the main level of the Student Center and added staffing so that there are two professional staff members during most of the school year and
limited coverage during the undergraduate summer school sessions.

Procedurally, the Counseling Center implemented a mental health policy (Exhibit 3.D.23) that enables the Vice President for Student Development to require students with significant mental health problems to step out of school for a period of time and get appropriate help before returning, as well as to offer them continuing help upon returning. Additionally, the Counseling Center redesigned its intake and “informed consent” forms to meet HIPPA requirements and provide more information and control for students (Exhibit 3.D.24).

The Counseling Center is in the preliminary stages of exploring how online counseling could be used to expand counseling services to distance learners and satellite campuses.

Analysis and Appraisal
Professional health care, including psychological and relevant health education, is readily available to residential students and to other students at NNU. Personnel, resources, and facilities are adequate to meet the needs of the campus community. The number of students receiving care through the Student Health Center steadily has increased over the past five years. The Student Health Center has a strong collaborative relationship with community medical professionals that are utilized frequently when student referral is necessary.

The Student Health Center continues to be staffed by one registered nurse. Along with the increase in number of students accessing service, the level of patient acuity also broadened requiring licensed staff with a wider scope of practice. The current services available to students through the Health Center are limited and require extensive referrals. The addition of an advanced practitioner to the staff would be of great benefit to students.

The addition of the Peer Health Education program provided students with a wealth of education and resources. In addition, partnerships were formed with community healthcare providers through the planning of campus awareness events.

In response to HIPPA requirements, minor alterations were made to the existing physical facility to enhance privacy. A new student center will provide the Health Center with the opportunity to provide patients with a facility that offers an optimum level of health care while ensuring privacy and accessibility.

The Counseling Center provides a large variety of services with a small number of paid staff and does a good job of leveraging resources through interns and the Peer Mentoring Program. As a result, the Counseling Center is well utilized by the campus community.

The Counseling Center relies on its good reputation for referrals. In addition, the Alert Referral System allows the Counseling Center to reach out to students who would not normally access the Counseling Center. As illustrated in Figure 3.D.2, the number of student visits per year steadily increased in recent years. The addition of interns is helping to manage the client load but also means that under-prepared people may be handling complex cases. To address this, the Counseling Center professional staff began sharing the supervisory role and increasing the amount of supervision through co-counseling and other means.

Professional development for the staff is limited to local seminars, national association memberships and materials, listservs, and reading. The Counseling Center staff could benefit from attending national seminars and receiving more specialized training. The current goal is to send one staff member per year to a national conference or specialized training to expand capabilities in the department.

Another growing need is psychiatric services on-site. Over the past few years, the number of students attending school with significant mental health/emotional issues increased. This resulted in more crisis interventions and more stress on resources in the Counseling Center. Although the Counseling Center has access to a psychiatrist for consultation purposes, due to
some recent liability concerns, he will no longer see students under 21 years old without their parents present. Also, the mental health units in the area are often full, creating a potentially dangerous situation when there is a mental health crisis.

Although the physical move to the Resource Center area of the Student Center provided more space and accessibility, the privacy issue became a concern. The adjacent Career Center became busier, resulting in privacy issues in accessing the counseling waiting area as well as physical access issues. Recent modifications to the Resource Center (the Career Center, Counseling Center, and Multicultural Affairs) became necessary to preserve the privacy of clients.

STUDENT HOUSING

Residence hall living enhances the development of personal identity, relationship skills, thoughtful decision-making, leadership qualities, and community interdependence for students at NNU. All of these experiences contribute significantly to a student’s education and are reasons why NNU makes residential living part of its educational design. Students who live on campus generally enjoy a more rewarding and successful college experience.

As a residential campus, NNU requires its traditional, undergraduate students to reside on campus until their senior year or until they reach 21 years of age. There are occasional exceptions made for extreme financial hardship or if a student is living at home.

Being a residential campus, the Residential Life Office works hard to ensure that livable, safe, and productive environments exist in the eight residence halls and apartment complexes on campus. The residential facilities are: Ford Hall (200 beds), Culver Hall (118 beds), Dooley Hall (114 beds), Sutherland Hall (94 beds), Corlett Hall (132 beds), Olsen Apartments (88 beds), Holly 1000 Apartments (76 beds) and the Courtside duplexes (12 beds). Currently, approximately 60-65% of the undergraduate students live in on-campus housing.

The Residential Life Office reports to the Vice President for Student Development and consists of the Director of Residential Life, five Resident Directors (RD’s), and one Resident Director/Rental Manager. The University also hires 31 student Resident Assistants (RAs) each year to assist the RDs in the Residence Halls. The Residential Life Office works closely with Environmental Services and Sodexho Dining Services to offer a satisfying residential experience.

Since the 1996 accreditation report, Ford Hall was constructed and the Holly 1000 Apartment Complex and the Courtside duplexes were acquired and added to the residential options offered to students. Ford Hall is a four-story, state-of-the-art residential hall that houses freshmen women. The Courtside duplexes are small apartments adjacent to campus. Each unit contains two bedrooms, one bathroom, a living area, and a kitchen. The Holly 1000 Apartments are two-bedroom, one and a half bath, two-story townhouses. NNU provides the utilities and basic phone service for these units, as well as wireless Internet access through the campus network. All junior and senior students are eligible to live in these units. Along with these additions, Chapman, Mangum, and Morrison Halls were taken off-line. All three of these residence halls were razed in coordination with the Campus Master Plan.

A responsibility recently added to the Residential Life Office is oversight of married student housing/rental properties. This is not different from the 1996 accreditation report; however, in the interim, this responsibility
moved to the Campus Security/Rentals Office from 1998 to 2005. It was recently decided that the oversight of campus rentals should be shifted back to the Residential Life Office in order to provide more effective management of the rental units and allow the Security Office to focus strictly on safety issues. The University currently has 33 rental units available: the Kirkeide Apartments and various rental homes adjacent to campus. The Kirkeide family recently donated funds to complete six new apartments that were dedicated in May 2006. The rate of occupancy for campus rental units during the 2005-06 school year was 73%. With the increase of non-traditional students attending NNU, these units have become a popular choice.

Analysis and Appraisal
The quality of staffing and programming in the residence halls increased over the last 10 years. Resident Directors are now required to have a bachelor’s degree, and they are a part of the administrative personnel group on campus, increasing their visibility and responsibilities across campus (serving on various committees, etc.) and making them eligible for many of the graduate programs to further their professional development. A Resident Directors’ Manual (Exhibit 3.D.25) and a comprehensive “First-year RD” training program are also now in place. The expectations and training for the RAs also increased significantly, having added required group in-services over the last two years. Each freshmen wing is assigned an RA, a peer mentor (formerly peer counselor), and a Bible Study Leader (BSL). This team works together to provide the best atmosphere possible for the critical freshman year.

Residential Life receives $50,000 per year for livability projects in the residence halls and apartments. Some of the recent projects completed with these dollars include: updating of Internet connections in the Olsen apartments; purchasing new modular furniture for the residence halls; carpeting in residential hall rooms; and air conditioning in Sutherland Hall. The livability fund, along with other campus monies, continues to help the University increase the comfort and livability of the residence halls. With the increasing costs of upkeep and amenities in the residence halls and apartments, the buying power of this funding source has decreased in recent years. Attending to deferred maintenance items in the residence halls is important as the University continues to place emphasis on remaining a residential campus.

Basics such as air conditioning were added to all of the primary residence halls, but are still lacking in many of the apartment settings. Ford, Dooley, Culver, and Sutherland Halls all have fire sprinklers, with plans to add them to Corlett Hall and the Olsen Apartments in 2007.

In addition to increasing the operating budget, the Residential Life Office needs to continue to move toward national norms in the salary benefits for the RDs as well as dramatically increase the compensation for the RAs. In order to continue to attract quality individuals to these leadership positions, the University must stay competitive with the job market off-campus.

Food Service
The University food service is contracted through Sodexho America, LLC, a leading national contract management firm. The contract for Sodexho is available for inspection in the Office of the Vice President for Financial Affairs. Sodexho provides three areas of service to the campus: (1) Sodexho provides on-campus meals in both the dining hall and the retail coffee shop (Amity Perk) located in the Student Center; (2) Sodexho provides catering services to the campus and local community; (3) Sodexho provides concession service at various campus sporting events.

The staff uses customer feedback as well as emerging national and regional trends in creating a variety of nutritious menu options for all students, employees, and visitors. These options are prepared and served according to the Hazard Analysis Critical Control Point (HACCP) food safety program developed for the NASA space program and is more stringent than the local health department regulations. This process ensures that the food is safe from the time of delivery to the time of consumption. Each menu offering is presented with a high
degree of quality and flavor with as much made-to-order cooking done as possible.

Customer satisfaction is taken very seriously by the food service staff, and Sodexho believes that responsiveness to customer feedback ensures that students receive high quality food and service. An annual random customer satisfaction survey is conducted by the staff and the results are tabulated by an outside company. Since the fall of 2002, this survey shows an increase in customer satisfaction from 23% to 55% “highly satisfied,” which represents an increase of 130%. All customers, including catering customers, are able to send feedback to the management staff through either paper or online comment cards. The management staff responds to all comment cards personally and implements any suggestions they think can enhance the dining experience. Students also have an opportunity once a month to sit down with the Food Service Director and discuss the strengths and weaknesses of the food service, including the staff.

Analysis and Appraisal
Through its contract with Sodexho America, LLC, the University provides healthy and convenient food service for the students on campus with a variety of meal plans available to meet various student needs. The dining hall and retail coffee shop are both adequate to meet the needs of the campus community.

Campus food services are commonly rated low in satisfaction across most college campuses. As noted above, however, numerous improvements to both the quality of food and quality of services in recent years resulted in greatly improved student satisfaction on campus. A large contributing factor to these improvements can be attributed to the hiring of a new Food Services Manager several years ago.

An area of concern remains the dining hall facility. Food service satisfaction is dependant on up-to-date facilities as well as the quality of food and service. Current improvements in satisfaction will be increased with a newer, more modern facility.

Co-curricular Activities and Programs
It has been validated through ongoing research that students who engage in the extra-curricular life of their academic institution prove to have a better experience and maintain a more intimate relationship with the university after they graduate. Finding opportunities for students to invest themselves, not only in their academic studies, but also in the lives of other students and the surrounding community, is extremely beneficial to both students and the institutions. With this in mind, NNU offers numerous co-curricular activities and programs that foster the intellectual and personal development of students consistent with the University’s mission and institutional outcomes. These activities and programs fall primarily under the guidance of the Office of Campus Life and the Office of Campus Ministries. Both of these offices report directly to the Vice President for Student Development. In addition, the Music Department and Communication Studies Department provide co-curricular opportunities for students in the areas of music, drama, and forensics (Exhibit 3.D.26).

Campus Life
The Office of Campus Life exists for the purpose of providing and developing three key areas for NNU students to enhance their academic pursued: student activities, student involvement, and student leadership. Through these three components of campus life, students experience a wide array of involvements that may not occur within the classroom. With this in mind, the various facets of campus life are seen as a vital complement to the academic workload of each student. Each of these areas provides for students’ development in the areas of social, physical, and spiritual growth in correlation with their academic growth.

Student Activities
Student activities are a vital part of the ongoing, community-building process at NNU. Activities are designed not only to offer students something to do for recreation and relaxation purposes, but also to provide students opportunities to establish friendships and spend time together. Most activities are directed through the SGA Social Vice President. This
individual is allocated money from the student fees budget that is used to fund, partially or entirely, activities for the student body. School-wide traditions include activities such as the Root Beer Fest, Jazz on the Lawn, and Malibu Days. There are two banquets that take place annually: Homecoming in the fall and Valentine’s in the spring. TWIRP provides a weekend of activities centered around the girls inviting the guys out on a date. In addition to the activities sponsored by the SGA, there are two campus-wide variety shows: Fresheree and Mr. NNU, hosted by the Sophomore and Freshman Class Councils respectively. A variety of other smaller activities are available throughout the year, sponsored by various clubs and class councils.

Overall, NNU strives to provide low-cost activities for students to participate in, with most activities costing between 25¢ to $5.00 per person. The goal is to get as many people as possible to participate because this develops a greater sense of community. Unfortunately, keeping costs down limits the type of activities that can be offered. Higher-priced activities, such as concerts, aren't as well received because students are unwilling (or often unable) to make that kind of investment with their discretionary income.

Student Involvement
Another facet of the Office of Campus Life is finding ways for students to get involved in various clubs, campus ministries, and community service projects. Clubs that are affiliated with NNU can be broken into three main categories: academic, social, and ministry clubs. Clubs provide a way for students of like interests to meet together on a regular basis, work on projects, and enjoy each other’s company. Each club must follow guidelines that are set up through the Office of Campus Life and enforced through the Student Senate. In order for a club to be officially recognized on campus, it must form a constitution, select an advisor from among the NNU employees, elect officers, conduct a fundraiser, and perform an act of community service each year.

Most clubs are eligible for funding through student fees. These funds are allocated each semester through the Student Senate. Clubs that are currently active on campus and funded through the Student Government Association (SGA) are listed in Exhibit 3.D.27.

Working in cooperation with the Office of Campus Ministries, a number of ministry clubs and additional ministry opportunities give students a place to be involved. Each ministry club maintains an average membership of 8 to 10 students.

Some campus ministries have become a ministry club because of their ongoing nature. A list of these clubs is provided in Exhibit 3.D.28.

Other ministries are specific, one-time acts of service that are offered as an opportunity for students to be involved. Community service projects (which sometimes overlap with campus ministries) offer a way for students to get out into the community and assist in areas of need. Annual service projects included a community outreach day, a nursing home gift drive at Christmas, March of Dimes fundraising events, and Red Cross blood drives.

Over the years, NNU has developed a wonderful relationship with some of the helping agencies within the Nampa community. These agencies are always asking and providing ways for NNU students to be involved. In this way, students are learning what it means to give back to one’s community and experiencing the value that service offers to both those being served and the ones who are doing the serving.

Student Leadership
NNU provides numerous opportunities for students to develop leadership skills. Through the SGA, students have a chance to participate in class councils, school-wide governance, and student publications. Students also develop leadership skills through their involvement as RAs, BSLs, student/faculty committee representatives, peer health educators, peer mentors, and club leaders. In 2005-06, 142 students were involved in elected and appointed leadership positions.
Since the philosophy of this Office is to empower students as much as possible to carry out the work of social events and student involvements, the director places an emphasis on developing the leadership skills of those students who are placed in leadership roles. This is accomplished through monthly leadership letters, an online blog (weblog) dedicated to student leadership issues, a co-curricular leadership transcript, pamphlets and books written to enhance a student’s understanding of leadership, and occasional seminars (Exhibit 3.D.29).

Analysis and Appraisal
The Office of Campus Life appears to be accomplishing its purposes. A recent student survey (conducted online by the Office of Campus Life) shows that students are very pleased with the activities and various involvements that are offered. The 2004-05 Student Satisfaction Inventory showed very positive scores regarding the number of activities offered and the way student fees are being spent (Exhibit 3.D.30). The sense of community on the campus continues to be one of the stronger attractions to those who are interested in pursuing their education at NNU.

The number of clubs and co-curricular activities fluctuates each year based on the level of continued student leadership in those areas and the level of student interest. One thing that can provide greater continuity to these is the role of the advisor. Currently, each student-led organization must secure an advisor (this can be any person who works full-time for NNU) before it is officially recognized. Advisors serve on a volunteer basis. Greater training and resources could be provided to enhance the role of the advisor, yet, it is somewhat difficult when the turnover rate of advisors is similar to that of the students whom they lead.

An area of concern within the Office of Campus Life is the lack of budget increases in recent years. As mentioned previously, students have a perception that events and activities should be provided at minimal cost. The dilemma is trying to offer activities that might be considered “bigger and better.” Either a change in the way students are charged for events must be considered or additional revenue needs to be explored to supplement the costs of activities.

Also, many students remarked about the absence of faculty involvement in the social activities of the campus. This is an encouraging dilemma because it appears that students are interested in socializing with their professors outside of the classroom. It is understandable that the workload placed upon the faculty of the University leaves them little time to get as involved in extra-curricular activities as they might like. There are many faculty members who offer their own social outlets with students by having them in their homes and attending conferences and workshops together. The Office of Campus Life is investigating ways to involve more faculty members in events and encourage students to invite faculty members to certain activities where they may otherwise feel uncomfortable attending on their own.

Campus Ministries
The Office of Campus Ministries provides students with opportunities to participate in domestic and international mission trips, nurtures student spiritual formation in discipleship programming, and involves students in community ministry opportunities. Additional responsibilities within the Office include exposing students to cross-cultural service opportunities, conducting mission trip planning and training, and facilitating community ministry startups.

The position of Director of Campus Ministries was created at the beginning of the 2004-05 school year. Prior to the establishment of this position, mission trip opportunities and spiritual formation fell under the responsibility of the University Chaplain. The Office of Campus Ministries is staffed by one full-time, administrative personnel employee who reports to the Vice President for Student Development. The director works closely with the University Chaplain, SGA Campus Ministries Coordinator, and SGA Community Relations Coordinator, and also collaborates with faculty and staff who participate in campus ministries and mission trips on an individual basis.
There is no cost to students involved in spiritual formation and community partnerships; however, students participating in mission trips are required to pay for their own expenses by raising support and/or personal contribution. Mission trips are led by the Director of Campus Ministries and/or by NNU faculty and staff. The Office of Campus Ministries established relationships with third party organizations such as the General Church of the Nazarene’s Youth In Mission program, Mennonite Disaster Services, Operation Mobilization, and City Teams to diversify opportunities for students without increasing organizational demands. Table 3.D.3 provides a summary of recent mission trip experiences. Partnerships with Habitat for Humanity and Operation Mobilization are also being explored with the expectation that they will be added within the next year.

The Office of Campus Ministries is also responsible for nurturing students’ spiritual formation. The Freshman Wing Bible Study program has been integral in facilitating this. The mission of the Freshman Wing Bible Study program is to introduce the students to Scripture in a setting of exploration and personal application. Bible Study Leaders are trained to examine each text from the perspective of the writer, to discuss its application to present life, and to make a personal application to their lives. Each BSL is also trained to create an accepting community within his or her individual wing. The goal of the program is that all students are embraced for who they are and encouraged to participate in exploring the Scriptures.

In addition to the ministries led by the Campus Ministries Office, a major contribution to the ethical and moral tenor of the campus community occurs through the chapel and convocation program led by the University Chaplain. Chapels and convocations are held each Monday, Wednesday, and Friday. On occasion, chapel is held daily Monday through Friday during special weeks of emphasis. The whole campus community gathers each Monday for chapel. The Chaplain routinely deals with moral and ethical issues as part of his ongoing ministry to the campus. Additionally, “Time Out,” a student-led time of praise and worship, is held each Wednesday evening throughout the school year.

**Analysis and Appraisal**

Mission trips at NNU provide large amounts of anecdotal data regarding the achievement of the institution’s Christlike Character and Social Responsiveness outcomes. Those data are shared in the University’s chapel program and interpersonally throughout campus; however, it has not been measured in an empirical way. The University’s mission trip experiences would benefit from the development of an evaluative tool that measures community-developed criteria for Christlike Character and Social Responsiveness.

Funds for professional development are a current need for this office. Professional development is an essential component in the effort to infuse Christlike Character and Social Responsiveness effectively into the students’ lives. The CCCU is one institution among many that provides excellent training for campus ministers on an annual basis.

There is a need to obtain student feedback regarding campus ministry opportunities. The Campus Ministries Department will develop a satisfaction survey during the 2005-06 academic year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Mission Trip Locations</th>
<th>Student Participants</th>
<th>Staff/Faculty Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>Venezuela</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Seattle, WA</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>2004-2005</td>
<td>New York, NY</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Taipei, Taiwan</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Louisiana</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Nicaragua</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Russia</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Seattle</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Annually</td>
<td>Youth In Mission</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

*Table 3.D.3  Recent Student Mission Trips*
Survey feedback will target mission work, spiritual formation, and community partnerships.

**Policies and Procedures for Co-curricular Activities**

Every undergraduate student at NNU is a member of the ASNNU (Associated Students of Northwest Nazarene University). The governing branches include: the Student Government Association (SGA), which serves as the executive branch; the Student Senate, which serves as the legislative branch; and the Judicial Board, which comprises the judicial branch. These elected and selected student leaders engage in a yearly review of the ASNNU Code and Constitution (Exhibit 3.D.31). The Student Senate includes a standing committee called the Judiciary Committee. One of its main functions is to keep the ASNNU Code and Constitution current each year. A strong effort is made to keep these important documents up-to-date in both wording and in their value to the institution.

Over the last few years, the governing branches of the ASNNU made changes regarding student leadership positions and the policies that shape the organization of student groups. In 2001, the Student Senate voted to remove one of the selected positions (Director of Non-Traditional/Commuter Students) from the Student Government Association. The rationale behind this decision came through a self-review by the SGA and a look at the re-allocation of student fee dollars by the Student Senate for more pressing needs.

The Office of Student Development also developed various policies that create appropriate boundaries and expectations for those who seek to serve in student leadership positions. Policies regarding minimum grade point averages, limitations regarding the number of leadership positions a student can hold at any given time, and consequences of NNU lifestyle violations all provide standards that assist students in maintaining a positive academic and co-curricular experience.

Students have the chance to appeal most of the outcomes of policy or guideline infringements, whether imposed on the student side or the institutional side. The appeal process allows students to explain any special circumstances and may ask for a lesser consequence if they can prove their case. The appeal process is valuable in that it allows the student leadership and institution to deal with each case on a more personal level, if necessary.

In 2004, the Office of Campus Life conducted a student life survey of the campus community (Exhibit 3.D.32). The survey was conducted online and collected data from nearly 200 undergraduate students. Topics and information covered included forms of effective publicity, preferred type of activities, involvement levels, areas of interest, and areas of desired leadership development. The results of this survey were evaluated by the Director of Campus Life and the governing branches of the ASNNU.

**Analysis and Appraisal**

The current guiding documents and policies adopted for student activities and co-curricular programming are effective in governing this area of student life. There is a healthy and mutually-beneficial relationship between the governing branches of the ASNNU and the Office of Student Development. This relationship is vital to the successful implementation and parameters that these documents provide.

Each recognized club must also have a constitution on file with the SGA Executive Vice President and the Chief Justice. There is some discrepancy on the number of student-led organizations that strictly follow their governing documents. Efforts are being made in the Student Senate to review the qualifications by which a club or student-led organization is officially recognized by the ASNNU. These qualifications include club officers, membership levels, and appropriate uses of student fees.

**Student Recreation**

The institution is committed to the importance of extracurricular activities as a part of the total educational experience for students. Numerous opportunities and facilities for student recreational and athletic needs exist apart from intercollegiate athletics. In addition to the many
STUDENTS

recreational facilities available for students on campus, the SGA provides students with an optional membership at the Nampa Recreation Center at significantly reduced rates. This facility, located one mile south of the campus, offers a wide range of recreational activities including several swimming pools, a rock climbing wall, aerobic fitness and weight equipment, and multiple basketball courts.

The intramural program provides a variety of athletic and social opportunities for a large sector of the NNU community. The mission of the intramural program is twofold: to serve the recreational needs of all students by providing a varied program of competitive activities and to raise the quality of student life by providing activities that tend to promote health, physical welfare, and desirable social, spiritual, and intellectual abilities as outlined in the University outcomes. The intramural program exists to help students comprehend and develop a healthful lifestyle by offering programs in both team and individual intramural sports.

Intramural sports include competitions, leagues, tournaments, and special events for both men and women of all experience or ability levels in the following activities: volleyball (outdoor and indoor), softball, tennis, flag football, basketball, badminton, pickle ball, dodge ball, soccer, table tennis, and the high ropes challenge course. In addition to the benefits of play in recreational activities, students are involved as spectators, coaches, managers, supervisors, and officials, and gain valuable leadership experience.

Intramural programs at NNU strive to accommodate the diverse population and the complex nature of the residential campus. Students are provided the opportunity to plan recreational activities around their schedules; for example, informal recreation facilities are open more than 80 hours a week, each intramural sport is offered at the most convenient time for the majority of the student population, and all promotional materials are distributed campus-wide and specifically list days and times of events.

Intramural sports are supervised because of the wide range of participants’ abilities. To ensure proper supervision, intramural personnel are given clear descriptions of their duties and responsibilities, are involved in meetings that deal with policies and regulations, and are supervised by professional staff members. In the fall of 2002, the intramural program moved from the Office of Student Development to the Athletic Department. Student Intramural Directors now report to the NNU Intramural Director/Associate Athletic Director, who in turn reports to the President.

Analysis and Appraisal
The benefits of intramural activities aid in the recruitment and retention of highly diverse and desirable students and faculty. Students, administration, faculty, and staff have the opportunity to participate side-by-side in informal recreation programs. The success of the program is clear from the level of participation. Over the last three years, the number of activities offered and participants involved tripled. In the last three years of student satisfaction surveys, the variety of intramural activities offered had one of the highest rates of satisfaction on the survey (3.D.33).

Until construction of the Johnson Sports Center, NNU indoor recreational facilities were inadequate due to a lack of space. Facilities were rarely available in the afternoon and evenings for intramural use because the Kinesiology Department, athletics, and intramural activities had to share the main gymnasium court. The new two-story addition to the south end of the formerly named Montgomery Gymnasium was completed in July 2004. The facility includes a fieldhouse that has 3 courts that can be used for basketball, volleyball, or tennis, 12 badminton/pickle ball courts, a 4-lane indoor track, indoor long jump and pole vault pit, and an aerobic fitness room in addition to a weight room. Additional space in the downstairs hallway provides an area that allows for ping pong, billiards, and foosball tables for student use. This additional space increases availability of recreational space for the general student population throughout the day including regularly scheduled intramural activities.
The addition of the new outdoor track and field facility provides space on the infield for some of the intramural activities. The varsity soccer field is converted into two intramural softball diamonds in the spring, but this is not an ideal solution for either activity in regard to use and upkeep. The recent acquisition of the Amity Villa park area may fill this need. The three tennis courts were resurfaced in August 2005 and are in excellent condition.

**Bookstore**

The NNU Bookstore is owned and operated by the University and provides students, faculty, and staff with the materials and merchandise necessary to make their educational experience successful. The Bookstore currently provides textbooks for all undergraduate and graduate programs with the exception of the MBA and STEP programs, which are serviced through the School of Business. In addition to providing students with textbooks and course materials, the Bookstore promotes school spirit by selling collegiate apparel and merchandise. The Bookstore also sells computer software, supplies, and general merchandise for students’ convenience.

The Bookstore is located on the main floor of the Student Center, which provides easy access for the campus community. The Bookstore is financially self-supporting with the Manager reporting directly to the Vice President for Financial Affairs. During the 2004-05 school year, the Bookstore accounted for $748,690 in sales.

Numerous improvements to the Bookstore in recent years included new store signage, an enlarged space for apparel and general merchandise, and extended bookstore hours during special campus events. A new customer service/cash counter with an additional phone line was added to help handle the increase in debit and credit card transactions, and a basic web site was created to help promote the sale of collegiate apparel and memorabilia. A Student Advisory Board for the Bookstore now provides valuable feedback to the Bookstore staff from the students.

The Bookstore Manager has made a concerted effort over the past few years to offer the right course materials for students in the right quantity, and stock as many used textbooks as possible to help students save money. In order to accomplish this, the Bookstore Manager met with the school deans to review and update the Textbook Adoption Policy for faculty (Exhibit 3.D.34). In addition, the Bookstore Manager communicates regularly with faculty regarding the need for timely and accurate textbook adoptions and works closely with faculty from the Art and Nursing Departments, as well as other departments, to stock supplies needed for their courses. The manager also meets with department secretaries and administrative secretaries as necessary to talk about bookstore policies and department needs and works with departments and programs to provide merchandise for marketing and promotions.

**Analysis and Appraisal**

The Bookstore is adequate to support the educational program of the University and contributes to the intellectual climate of the campus community. The enhancements described above have significantly improved its services to students. Textbook shelf space and storage space are still very limited, but at the present time there is no room for expansion until a new Student Center is built.

To become more user-friendly for students, the Bookstore made improvements by updating displays, offering student promotions for NNU collegiate apparel and supplies; adding additional textbook shelf space for textbooks for the growing number of graduate programs; and adjusting hours as needed to accommodate graduate students and class times. Beginning in the fall of 2006, students will be able to pre-order textbooks they need for classes and pay for them online. When the students arrive on campus, the books will be waiting for them in their residence hall room.

At the time of the 1996 accreditation visit, the Bookstore did not have a bookstore management system and point-of-sale (POS) system, so it was very difficult to track sales and inventory and
monitor buying practices. The lack of a POS system prevented the Bookstore from offering services such as itemized sales receipts, simplified textbook returns, gift cards, and loyalty programs. The summer 2006 implementation of WinPrism, a bookstore management and POS system, has addressed these challenges. Campus Hub, an e-commerce system from Nebraska Book Company, will be implemented during the 2006-07 school year to further enhance the services offered by the Bookstore.

Internet textbook sales have impacted textbook sales in the Bookstore. Benchmarking information indicates that a web presence can increase textbook sales. A basic website was developed to help promote the sale of collegiate apparel and memorabilia; however, students need the Bookstore to have a web presence for textbook information. The current website is very limited, and, therefore, textbook information and current merchandise is not available to students and constituents.

Staff training reflects the need to offer a “service-differentiated” business culture to compete with the increasing number of online options for textbooks and merchandise. Presently, there is a limited amount of professional development funds available for staff. The Bookstore Manager attended an “Essentials of College Store Management” training sponsored by National Association of College Stores, but additional training is needed for the Textbook Supervisor.

**Student Publications**

NNU has two student publications: the *Crusader* newspaper and the *Oasis* yearbook. Both editors for these publications are selected by the SGA Executive Council. Publication editors may hire staff and support personnel in order to produce a quality publication. The student publications are accountable to the Publications Board, which is made up of all of the vice-presidents from the class councils, the SGA President and Executive Vice President, a faculty member, and the Director of Campus Life. The Publications Board’s role is to make sure that student publications are producing pieces that are in line with the mission of the University, to properly allocate their budget dollars, and to handle issues of concern.

The *Crusader* is published on a bi-weekly basis. The newspaper is written in a magazine style and is based around a theme for each issue. Writers mix current campus news with opinion and satire. The newspaper also offers opportunities for advertising from outside organizations as a source of income for the publication. Recent issues of the Crusader are provided in Exhibit 3.D.35.

The *Oasis* serves as an archival piece for the University. The yearbook requires the largest percentage of student fees; more than any other student organization on campus. For the 2004-05 school year, Taylor Publishing Company was selected to replace Josten’s as the University’s yearbook publication company. This switch enabled the University to begin producing a full-color yearbook for the same amount of money that was previously contracted. Recent copies of the Oasis are provided in Exhibit 3.D.36.

**Analysis and Appraisal**

The student newspaper does a fair job of providing the campus with current information and a forum to promote the discussion of ideas. The newspaper provides the staff with “real world” opportunities to learn such skills as engaging in creative and critical thinking, producing under pressure, and meeting deadlines.

The student yearbook provides an annual memory book for the student body and also provides the staff with opportunities to learn and practice leadership and develop organizational and technical skills.

One thing that is lacking in the student publications is an official tie to the academic sector. While some students receive internship credit for serving on the publication staff, there is no direct partnership between student publications and academics. Students initiated discussions regarding the benefits that a more direct relationship of this type might bring to the publications being produced; however, little
progress has been made to bring this relationship to fruition.

**INTERCOLLEGIATE ATHLETICS (3.E.1-6)**

Intercollegiate athletics is an integral part of the educational program at NNU. The athletic programs give the University community many opportunities to provide encouragement and display sportsmanship and enthusiasm as spectators at athletic events. The program also provides an opportunity for interaction of the University and the public that helps in student recruitment, institutional image, and public and alumni support.

The intercollegiate athletic programs at NNU consist of seven sports for women (volleyball, basketball, cross-country, indoor track and field, outdoor track and field, softball, and soccer) and six sports for men (cross-country, indoor track and field, outdoor track and field, basketball, baseball, and golf). National membership affiliation for both men's and women's athletics is with the National Collegiate Athletic Association (NCAA) at the Division II level. Regional affiliation is with the Great Northwest Athletic Conference (GNAC), a conference with schools from Alaska, Idaho, Oregon, and Washington. Montana State University–Billings will join the conference in July 2007. Approximately 15% of the undergraduate student population participates in the athletics program annually.

The Athletic Department personnel consists of the Athletic Director, Associate Athletic Director, Assistant Athletic Director/Golf coach, Assistant Athletic Director/Baseball coach, Athletic Trainer, 6 full-time head coaches, 2 full-time assistants, 14 part-time assistant coaches, and 2 support staff positions. All coaches hold appropriate credentials. The head coaches prepare proposed budgets, organize and conduct practice sessions, manage travel details, and perform various other coaching tasks. The head coaches are also responsible for recommending scholarships for student-athletes. In addition, the coaches are involved with fundraising, developing community relationships, and building a positive bond with the faculty, administration, campus staff, and the student body.

The Byron Lee Athletic Complex includes the Johnson Sports Center (JSC), Orrin Hills’ Center Court for basketball and volleyball, indoor multi-purpose fieldhouse, Vail Baseball Field, Halle Softball Field, outdoor track and field complex, varsity soccer complex (also used for intramural softball), soccer practice facility, three outdoor tennis courts, two outdoor basketball courts, and a high ropes challenge course. The Johnson Sports Center has ample and easily-accessed parking, including sufficient handicap parking.

The Jackson Indoor Track Facility in Nampa is also available to rent for practice and competition. This facility is one of the top indoor track facilities in the nation. The adjacent 15,000 seat Idaho Center is used annually for a men’s exhibition basketball game.

Since the last accreditation visit, the athletics program moved from NAIA Division II affiliation to NCAA Division II membership. The program went through a four-year provisional membership status with the NCAA, maintaining dual membership with both the NAIA and NCAA during this period. Membership with the NAIA concluded upon reaching full membership with the NCAA in the fall of 2002.

It is the institution’s responsibility to maintain and administer policies; ensure that athletics provides a focus of interest for campus, community, and alumni; and ensure that athletics contributes to the University’s basic purpose of encouraging the development of Christian character, commitment, and scholarship. As dictated by NCAA rules, institutional control of intercollegiate athletics is exercised through the President’s Office. The President has a keen interest in intercollegiate athletics and has direct supervision with the Athletic Director reporting directly to the President.

The intercollegiate athletic programs are administered by the Athletic Director and
Associate Athletic Director. All athletic department personnel report to the Athletic Director and Associate Athletic Director. The organizational chart for intercollegiate athletics can be found in the *Athletic Department Policies and Procedures Handbook* (Exhibit 3.E.1). The Athletic Director is responsible for fundraising, marketing, budgets, contracts, and the Crusader Athletic Association. The Associate Athletic Director is responsible for compliance, athletic training, facility management, intramurals, and student-athlete welfare. Both athletic directors share responsibilities for NCAA and GNAC requirements, community relations, and personnel. Both directors serve on the athletic Hall of Fame committee. The Athletic Director serves as the Executive Director of the Crusader Athletic Association (CAA). The Associate Athletic Director also serves on the Compliance Committee and the Calendar Committee.

The Athletic Director and Associate Athletic Director both serve as non-voting members on the Athletic Council. The Athletic Council is the policy-making body for the intercollegiate athletics program and is chaired by the Faculty Athletics Representative (FAR), a position appointed by the President. The Athletic Council consists of representatives from each academic school as well as two student representatives and is responsible for overseeing and developing policies for the athletic programs.

A systematic process is in place to evaluate all members of the Athletic Department annually. The Athletic Director is evaluated formally by the President. The Associate Athletic Director, the Assistant Athletic Directors, and the Athletic Trainer are evaluated by the Athletic Director. Every spring, each head coach is asked to submit a self-evaluation to the Associate Athletic Director. Each head coach is also evaluated annually by each team member. The completed evaluations are given to the Associate Athletic Director, and the athletes’ responses remain private. The Associate Athletic Director compiles the results and supplies the Athletic Director, the President, and each coach with a copy. The athletic directors also prepare written evaluations for each head coach and go over all three evaluations with each head coach. All head coaches are required to provide written evaluations of all assistant coaches on their staff. All evaluations are forwarded to the President.

The goals, objectives, and policies that guide the intercollegiate athletic programs are presented in the *Athletic Department Policies and Procedures Handbook*. Returning staff members review the Handbook annually as well as periodically at bi-weekly staff meetings. The Handbook is a living document edited and updated frequently with the current document made available as a read-only document on the shared drive of the campus computer network and in print format as necessary. Duties of staff and administration within the Athletic Department, as well as the Athletic Council, are defined in the Handbook. Expectations of staff members are provided in writing with each annual contract (Exhibit 3.E.2).

The increased paperwork and documentation for NCAA compliance is a significant change from the requirements of the NAIA. Recruiting rules and limits are stringent and must be closely monitored. The Compliance Coordinator compiles recruiting logs and practice log information from each program weekly. The Compliance Coordinator also monitors unofficial and official visit documentation along with many other document trails. To remain current, the Athletic Department personnel periodically review the NCAA recruiting and eligibility regulations. All coaches are required to pass an annual NCAA recruiting test. All coaches are also required to maintain a current first aid and CPR card, as well as AED (Automated External Defibrillator) training. The Athletic Director, Associate Athletic Director, and FAR take active roles in staying current on policies and procedures by attending national and conference meetings. Policy changes are communicated through regular Athletic Department staff meetings, memorandums, and other publications.

Student-athletes have the same student services, offices, and agencies available to them as all other students on campus. Admission requirements and procedures, academic
standards and degree requirements, and financial aid awards for student-athletes are vested in the same institutional agencies that handle these matters for all students; however, the Financial Aid Office has appointed one designated financial aid officer to handle all of the student-athletes.

The academic requirements for participation in intercollegiate athletics are set by the NCAA, GNAC, and NNU. The University requirements meet or exceed the requirements of the conference and national affiliation. To be eligible to compete in athletic activities, freshmen student-athletes must be cleared by the NCAA Clearinghouse that includes a minimum of 68 composite on the ACT or an 820 on the SAT and at least a 2.0 or above grade point average in 14 core courses. To be eligible to compete in subsequent seasons of competition, student-athletes must have accumulated 24, 48, and 72 semester credits respectively. In addition, to compete in a fourth season of competition, seniors must have a minimum number of credits that apply toward a declared degree. Student-athletes regularly receive academic advice and encouragement from several sources: their coaches, the athletic directors, their major advisors, and the Office of Academic Advising and Testing.

The Registrar’s Office is very cooperative in assisting with the initial screening of transfer student-athletes and processing transcripts for incoming freshmen. The Associate Athletic Director and the Office Manager use Compliance Assistance, the software package from the NCAA, for tracking data related to the 24-hour rule, classification, GPA, and other specific academic data required for eligibility. Freshman eligibility is processed through the NCAA Clearinghouse and verified by the Associate Athletic Director. The Registrar, Athletic Director, and coach all sign the squad list forms.

The academic progress of student-athletes is also monitored by the Associate Athletic Director. One example of this is the review of midterm and final grades for each sport. After review of these reports, the Athletic Director requests meetings with coaches and student-athletes when academic advising concerns need to be addressed. The student-athletes also have a regular campus academic advisor based on their majors. The Office of Academic Advising and Testing is also available for various academic needs. Eligibility files are maintained in the Associate Athletic Director’s office and are available for review upon request.

The budgeting process for intercollegiate athletics involves the same process as other non-academic programs on campus. The coaches are asked to propose a zero-based budget, which is reviewed by the Athletic Director and forwarded to the President. Budget initiatives are reviewed by the President’s Cabinet. The Financial Affairs Office oversees all expenditures, handling monies through the University accounting process for intercollegiate athletics’ expenditures. Presently, intercollegiate athletics' institutional expenditures for operating budget, salaries, and scholarships account for approximately 5.6% of the total University educational and general budget.

The athletic budget development process is systematic. Revenue generated for and expended on athletics by the teams, the CAA, alumni, foundations, and other groups are subject to the approval of the administration and are accounted for through the institution’s generally accepted practice of documentation and audits. The President and the Athletic Directors review the budgets regularly. The individual team operating budgets cover travel costs for their GNAC schedule and officials. The Athletic Handbook clearly states the guidelines for travel expenditures. Other incidental expenses including preseason scheduling, recruiting, phones, office supplies, and equipment are covered mostly through fundraising.
The Crusader Athletic Association (CAA), the institution’s athletic booster club, provides auxiliary support to the athletics program. The funding from the booster club is gender-balanced and provides an annual budget between $15,000 and $25,000 through memberships and fundraising events. The funds are expended through the University accounting process. As a special project, the CAA raised an additional $70,000 in the fall of 2004 to cover half of the expense of installing new theater seating in the main gymnasium.

Concerning opportunities for participation, financial aid, student-support services, equipment, and access to facilities, the institution has a strong commitment to fair and equitable treatment of all athletes and staff, including women and minorities. Student-athlete participation tables demonstrate the University’s commitment to equal opportunity (Tables 3.E.1 and 3.E.2).

Several years ago, the University made a commitment to balance the scholarships for men's and women's sports. The equivalencies established for each sport actually have the average female student-athlete receiving more athletically-related financial aid than the average male student-athlete. Table 3.E.3 confirms this balance.

In an overall campus-wide effort to enhance enrollment and align closer with Title IX substantial proportionality, the institution recently passed minimum roster limits. This policy matter was concurrently processed during the Board of Trustees’ review and subsequent establishment of expected faculty-student ratios. To further promote gender equity, the Associate Athletic Director also serves as Senior Woman Administrator (SWA) as strongly recommended by the NCAA.

### Table 3.E.1 Athletic Teams by Gender

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<th>Team</th>
<th>Team Size 2005-06</th>
<th>Expenses 2005-06</th>
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<tr>
<td></td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Volleyball</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Soccer</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>Cross-Country</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Basketball</td>
<td>12</td>
<td>15</td>
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<tr>
<td>Indoor Track and Field</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>Softball (W)/Baseball (M)</td>
<td>16</td>
<td>28</td>
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<tr>
<td>Outdoor Track and Field</td>
<td>34</td>
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<tr>
<td>Golf</td>
<td>-</td>
<td>8</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>137</strong></td>
<td><strong>114</strong></td>
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### Table 3.E.2 Student-athletes by Gender

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<thead>
<tr>
<th>Year</th>
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<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>1998-99</td>
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<td>58</td>
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<tr>
<td>1999-00</td>
<td>74</td>
<td>109</td>
<td>183</td>
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<tr>
<td>2000-01</td>
<td>80</td>
<td>95</td>
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<tr>
<td>2001-02</td>
<td>82</td>
<td>84</td>
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<td>2002-03</td>
<td>75</td>
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<tr>
<td>2003-04</td>
<td>77</td>
<td>80</td>
<td>157</td>
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<tr>
<td>2004-05</td>
<td>90</td>
<td>94</td>
<td>184</td>
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<tr>
<td>2005-06</td>
<td>85</td>
<td>78</td>
<td>163</td>
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</tbody>
</table>

### Table 3.E.3 Student-athletes by Gender

Practice schedules are developed by the head coaches of each individual sport according to the policies stated in the *Athletic Department Policies and Procedures Handbook*. In programs where facilities must be shared, schedules are formed in cooperation by the head coaches of those programs and are often dictated by the class schedules of the student-athletes on the teams involved. The academic calendar is taken into consideration when developing practice schedules, both in terms of daily course schedules and during finals week at the end of each semester. The University daily course schedule model provides “protected” periods late in the afternoon each day where only duplicate course sections can be offered (Exhibit 3.E.3). This generally allows student-athletes to schedule their courses earlier in the day to avoid scheduling conflicts between classes and practices.
Conference schedules for all sports are established two to six years in advance and are mandated by the GNAC. The Athletic Directors from each conference school have input into the scheduling process and potential conflicts are taken into consideration whenever possible. Unfortunately, due to the fact that the schools in the GNAC have a variety of semester and term schedules, unavoidable conflicts with the academic calendar do arise occasionally. When major conflicts do exist, the GNAC officials have been willing to work with the schools involved to try to reschedule individual games.

Non-league schedules are set by the head coaches of each individual sport and are reviewed by the Athletic Director and Associate Athletic Director, and approved by the Athletic Council. The location of the University and unavailability of another NCAA Division II school in close proximity frequently makes it difficult for the coaches to schedule home games with opponents. As a result, the non-league schedules often include more away games than home games. In spite of this, every effort is made by the Athletic Department to ensure that the student-athletes miss as little class time as possible. Exhibit 3.E.4 contains a compilation of athletic team schedules from the 2005-06 seasons.

Analysis and Appraisal
Since the last full-scale accreditation visit in 1996, the Athletics Department added men’s and women’s cross-country (fall 1999), men’s golf (fall 1999), men’s and women’s outdoor track and field (spring 2000), women’s softball (spring 2003), and men’s and women’s indoor track and field (winter 2004). The Athletics Department dropped men’s and women’s tennis (spring 2001), men’s junior varsity basketball (fall 2002), men’s soccer (fall 2003), and cheerleading (fall 2003). The Athletics Department added and dropped the above programs primarily to match programs offered in the GNAC conference and to fulfill NCAA requirements. The net result was a dramatic increase in the number of students participating in athletics. In 1998-99, there were a total of 108 athletes on the squad lists. In 2000-01, this number increased to 223 athletes on the squad lists.

The top priority in the athletic section of the 1996 accreditation report was a campaign for a new auxiliary gym. The University completed construction of a new 55,000 square foot fieldhouse expansion in the fall of 2004. Other topics mentioned in the report included adding women’s soccer, which was started in 1997; tuition equivalencies scholarships were not developed for women’s tennis due to the dropping of men’s and women’s tennis in 2001; seating and a press box are being developed at the present time for baseball; the Fellowship of Christian Athletes (FCA) huddle was not expanded; the Crusader Athletic Association was not expanded outside the Treasure Valley; an additional soccer field and softball field were constructed; the old track removed and a new track built; no financial help was developed for fifth year student-athletes close to graduation; admission is charged for volleyball, men’s and women’s basketball, and baseball; three new tennis courts were built, but the older courts were not resurfaced and are unusable; and no bathroom facilities were installed at the tennis courts, track, softball, soccer, or baseball facilities.

As a part of its transition to the NCAA, NNU completed the required NCAA Division II Institutional Self-Study in the fall of 2003.
The Athletic Department recently completed a graduation report of student-athletes over the 1998-99, 1999-00, and 2000-01 academic school years (Appendix 3.3). The Self-Study and graduation statistics both demonstrate that the University made a successful transition to the NCAA Division II level and that NNU student-athletes are succeeding in the classroom.

**Strengths**

The major strengths of the Athletic Department include outstanding facilities, an extremely dedicated staff, and support from the campus community as a whole. The facilities included in the Byron Lee Sports Complex are second-to-none in the GNAC and provide year-round practice and competition facilities. NNU has been able to hire an outstanding group of coaches who have a passion for their sport and the institution and emphasize the development of Christian character within their teams on a daily basis. Staff members also speak to youth groups in the community and around the region as opportunities arise. In conversations with recruited athletes that visit the campus, the common response received from many of them is the fact that they chose NNU because of the way they were treated by the campus community.

In the last three years, the University was able to move from an adjunct head coach model to the present state where all head coaches have full-time positions on campus. With the women’s soccer, softball, track and field, golf, volleyball, and baseball programs previously led by part-time adjunct head coaches, it was very difficult for student-athletes to contact head coaches during the workday prior to practice. The majority of the adjunct coaches had full-time jobs away from the campus that made communication difficult and recruiting very hard. The student-athletes are reaping the benefits of having access to the head coaches available on campus daily.

An additional strength of the staff members is their ability to perform multiple jobs on campus in order to make a living. Many of the positions are packaged with multiple duties such as coaching and teaching in the Kinesiology program or coaching and facilities management. The women’s basketball assistant coach teaches a 50% load, and the men’s basketball assistant has a 25% teaching load. The athletic directors, athletic trainer, track and field coach, volleyball coach, and golf coach teach on an adjunct basis when needed. Evaluations from Kinesiology students are very positive for this group of educators. Evaluation results are available from the Kinesiology Department Chair. Although the coaches do an exceptional job with their additional tasks, this frequently distracts from their primary purpose of coaching and recruiting.

The importance the coaching staff places on academics emphasizes genuine scholarship. For the 2003-04 seasons, the NNU women’s athletic programs led the GNAC in combined GPA, the women’s volleyball team led the conference with a cumulative 3.28 GPA, and the combined men’s and women’s athletic teams finished third in the conference in GPA. Sixteen NNU student-athletes were selected to the GNAC Academic All-Conference Teams in the fall of 2004 in women’s soccer, volleyball, and cross-country. The graduation rates of student-athletes at NNU are significantly higher than those of the general student body. All of this was accomplished in spite of a very demanding travel schedule for the various teams created by the GNAC conference that stretches from Fairbanks, Alaska, to Arcata, California, to Nampa, Idaho.

**Challenges**

Some challenges facing the Athletic Department include modest salaries and operating budgets. Recent efforts to increase salary levels of head coaches were achieved and there is optimism for future compensation levels aligning with the administrative personnel scale. In the spring of 2006, the head coaches for soccer, softball, volleyball, and the women’s basketball assistant coach were given raises to the administrative personnel base for the 2006-07 school year. Further compensation analysis will be conducted by the new Director of Human Resources. Improved compensation packages could help the institution attract and maintain quality staff.
In addition to increased salary compensation, the staff could benefit by receiving more instruction in fundraising. The staff is expected to raise a significant amount of funds annually to balance their operating budgets with very little education in the art of fundraising. Also, at the present time, professional development opportunities for the coaching staff are facilitated by fundraising efforts of individual coaches. Providing an annual budget for the professional development of coaches could further enhance their coaching skills and provide them with opportunities to network with other coaches.

The Athletic Department operating budget was adjusted to approximately $370,000 in 1999-00 and remains at that level in spite of the addition of more sports and more student-athletes. Individual operating budgets are sufficient only to cover GNAC travel and pay for officials. As an outlying institution in the GNAC, the University faces significant travel challenges. Travel expenses including airfare, lodging, vehicle rental, and food all escalated during the past five years, while the operating budgets remained stable. As a result, staying within the operating budgets is a challenge. All programs have multiple fundraising strategies and use these funds primarily to help balance their operating budgets.

Scholarship levels for softball, baseball, volleyball, golf, track and field, and women’s soccer could benefit from increased scholarships in order for these teams to maintain squad sizes and to be more competitive. Men’s and women’s basketball need scholarship increases to reach and stay in the upper echelon of the conference. The year-to-year inflation of room, board, and tuition makes it difficult to maintain the status quo in these programs. Some of the scholarship amounts are set dollar amounts, so ground is lost each year as education costs rise. The institution has increased the scholarship funding of 31+ full-ride equivalents at the same rate as tuition, room, board, and fee increases.

One other significant change occurred in the Athletic Department throughout the early 2000’s. Full-time head coach contracts were changed from three-year continuing contract faculty positions to one year administrative personnel contracts. As a result of the loss of faculty status for coaches, the Athletic Department is increasing its communication efforts with faculty. Some of this is being accomplished through Athletic Council liaison opportunities. The Athletic Council Chair is a faculty member and the Council membership includes faculty from each school. Increased opportunities for involvement and interaction of faculty and athletics personnel in multiple settings are currently being explored.

The NNU Environmental Services Department is very willing to help with the facility needs on a daily basis; however, with the addition of the new outdoor facilities, it does not have the manpower to keep up with the needs. As a result, the coaches and team members of the outdoor athletic teams put in hours of labor mowing, watering, raking, pulling weeds, etc., to keep the fields and facilities in excellent condition.

With the expanding number of student-athletes, athletic training facility needs also increased. Fortunately, an anonymous donation was recently received to remodel and expand the athletic training center. The Ray Burwick Athletic Treatment and Trauma Center tripled the space now available for student-athlete injury prevention, treatment, and rehabilitation.
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<th>2 Yrs Prior '03</th>
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<td>32</td>
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<tr>
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<td></td>
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<td>62</td>
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<tr>
<td>Denied</td>
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<td>65</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Denied</td>
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<td>N/A</td>
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<td><strong>Non-Degree Applications Received</strong></td>
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</tr>
<tr>
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<tr>
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<td>12</td>
<td>16</td>
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</tbody>
</table>
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STANDARD FOUR

FACULTY
STANDARD FOUR

FACULTY

FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT (4.A.1-10)

Northwest Nazarene University employs professionally-qualified faculty with primary commitment to the institution and representative of each field or program in which the University offers major work. As indicated in the Institutional Faculty Profile on page 14of this Standard, the University presently has 89 full-time teaching faculty members under contract for the fall of 2006 and 3 open full-time teaching positions for a total of 92 full-time and 4 part-time teaching faculty. Eleven additional faculty members, such as the Registrar, librarians, and directors of Information Technology, are designated as non-teaching faculty. Of the current full-time teaching faculty, 71% (62) hold doctoral degrees. Two additional faculty members have Master of Fine Arts degrees and have master’s degrees for a total of 73% (64) with terminal degrees and 100% (89) with advanced degrees in their fields.

For teaching faculty, the average age is 48 years, with a range from 27 to 78. The average length of service at NNU is 9 years, with a range from less than 1 year to 37 years. This average is down three years from the 12.1 average in 2004-05—a matter that can be attributed to the implementation of an “Early Retirement Option” described later in this Standard. While the percentage of non-teaching faculty with doctoral preparation is lower at 46%, the institution is privileged to have two faculty members in Information Technology, the University Librarian, and two faculty members in Extended University Services who hold doctoral degrees.

The educational backgrounds of the faculty are rich and diverse as demonstrated in the Number and Source of Terminal Degrees of Faculty Table provided in Appendix 4.1. Of the 69 full-time teaching and administrative faculty members with doctoral degrees, 15% (13) have achieved those degrees since coming to NNU through the assistance of a University graduate education loan forgiveness program. Five additional faculty members with master’s degrees are currently pursuing doctoral degrees with the assistance of this program.

At the time of the 2001 interim accreditation visit, the University had neither rank nor tenure for faculty. Since that time, the University adopted rank and tenure policies that will be implemented at the beginning of the 2008-09 school year. Of the 104 faculty members, 63% (65) of the full-time faculty members are on three-year contracts, a kind of limited tenure at NNU. The other 37% (38) of the faculty members are on one-year contracts. The Faculty Policy Council, in consultation with the VPAA and VPFA, has developed criteria for rank and tenure in anticipation of a fall 2008 full implementation (Exhibit 4.A.1).

The composition of faculty and their distribution across departments is being affected by the Academic Program Prioritization Process that began in 2002 with a call by the Board of Trustees for a study of personnel ratios in each sector of the University. Findings from that study indicated that in 2003, the average student-faculty ratio at NNU across several years was 12.49 compared to an average student-faculty ratio of 16.69 at other denominational institutions in the U.S., and an average of 14.98 for a larger group of reference institutions that included the denominational group (Appendix 4.2). A second data set resulting from the study of academic personnel ratios provided 12 years of data about student-faculty ratios in a sample set of NNU academic departments (Appendix 4.3). That data set demonstrated that the 12-year departmental average student-faculty ratios ranged from a low of 7.05 in Music to a high of 24.94 in History. The implications of this information for
equitable and peer-comparable deployment of faculty are explained later in this Standard. Acting on this information, the Board of Trustees mandated an undergraduate student-faculty ratio in a range from 15-16.5 to 1 to move the institution toward a more peer-comparable and departmentally equitable distribution of faculty FTE across departments. The plan for this change included a goal of a 60-student increase in traditional undergraduate enrollment and a 12 FTE decrease in undergraduate faculty by the fall of 2008. Using the information about departmental student-faculty ratios as a basis, deans in each school made recommendations of undergraduate FTE reductions to be accomplished by the deadline.

As detailed in Table 4.A.1, reductions have already occurred in seven departments, totaling 8 undergraduate faculty FTE. Through a combination of retirements, reassignments outside of the teaching faculty, and a reduction of part-time faculty, a plan is in place that will achieve the 12 FTE reduction by the fall of 2008 without a single involuntary faculty dismissal. In each case, the reductions occurred on the basis of the study of departmental student-faculty ratio upon the recommendation of the school deans within the context of the 12 FTE Board of Trustees mandate. The full implementation of the Early Retirement Option and two strategic reassignments (from Chemistry to Biology and from Communication Studies to Extended University Services) by the beginning of the 2008-09 school year will allow the University to make appropriate adjustments in some academic departments that have experienced a decline in enrollment. At the same time, positions are being approved to support growth or other emerging needs in programs, including a half-time addition in Kinesiology and an advertised, but not yet filled Nursing position. The Programs of Promise initiative may result in further additions.

**Advising**

Faculty members have the primary responsibility for academic advising at the University. The recently revised criteria for rank and tenure identify advising as one of the four most important things that faculty members do.

The faculty Director of Academic Advising and Testing is responsible for oversight of the academic advising and schedules for all freshman students. All other students are advised by their major advisors.

All faculty members receive regular training in their responsibilities as student advisors. Advising guides designed by the Office of Academic Advising and Testing and the Registrar’s Office are presented to new faculty to assist them in their critical role in student advisement (Exhibit 4.A.2.). Continuing faculty members are given a packet of instructions prior

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<th>Running Total of Reductions and Completion Dates</th>
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<td>.5</td>
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<tr>
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<td>4.0</td>
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*One Chemistry faculty is transferring to Biology for a net 1.5 FTE reduction in Biology.

Table 4.A.1 Undergraduate Faculty Mandated 12 FTE Reduction by Department and Year
to the beginning of the spring pre-registration and fall registration process (Exhibit 4.A.3). In addition, the Offices of the Registrar and Academic Advising and Testing offer faculty training in advising several times each year. Adjunct faculty members receive a recently revised Adjunct Faculty Handbook to assist them with student registration and advisement questions and other adjunct issues (Exhibit 4.A.4).

A variety of methods are used to help faculty in the advising process and to keep them informed about advising issues. These methods are described in Appendix 2.4.

**Governance**

As indicated in the Faculty Handbook (Chapter 1, Section IX), the University “…depends on and regularly utilizes the expertise of the faculty in governance of the institution.” The University has 38 standing committees or councils across the five University sectors and the President’s Office as identified in the annual Northwest Nazarene University Faculty Officers and Representatives, Councils and Committees document (Exhibit 4.A.5). It is both an indication of the level of involvement and an element of workload concern that faculty have representatives assigned to each one of these. Faculty members serve on 27 University administrative councils and committees and represent a majority on 8 of them (Appendix 4.4). Five faculty members attend plenary and standing committee sessions of the Board of Trustees meetings with the privilege of the floor in plenary sessions and an invitation to speak in the standing committees. The Faculty Chair attends each meeting of the Board of Trustees’ Academic Affairs Committee to provide faculty perspective on issues discussed. Within the academic sector, faculty members represent a majority of the membership on all 16 of the faculty governance and administrative committees and councils. Appendix 4.5 indicates the active role of the faculty, individually and in councils or committees, in reference to the standards outlined in Standard Four.

While the President has overall responsibility for all areas of policy and program, he delegates several areas of responsibility to the faculty and solicits faculty input on matters of significance to the general faculty. This can occur through relevant committees or councils with faculty membership (such as the Faculty Policy Council, Academic Council Undergraduate, Deans’ Council, or Graduate and Continuing Studies Council); through monthly meetings of the President, VPAA, and faculty leadership; through monthly meetings of the faculty; through bi-annual pre-and post-board briefing meetings; or through ad hoc committees formed to address specific institutional challenges. Recent examples of significant faculty involvement in institutional decision-making include:

- A joint faculty-Board of Trustees committee that developed a revised institutional grievance procedure.
- A process for development of the recently adopted new institutional strategic plan, *Fulfilling the Promise: NNU at One Hundred*, which involved 25% faculty representation on the planning committee, the development of school “white papers,” two focus groups, three community gatherings, and five requests for comments on various drafts of the plan.
- A request to Faculty Policy Council to develop rank and tenure policies in consultation with University administration, which was adopted by the Board of Trustees.
- Three faculty councils (Deans’ Council, Faculty Policy Council, and Academic Council Undergraduate) given the primary responsibility for the development of recommendations regarding faculty and curricular modifications as a part of the Academic Program Prioritization Process. These councils, which represent 30% of undergraduate faculty, made recommendations regarding faculty FTE adjustments and changes to the credit model, academic calendar, course richness, and daily schedule that were submitted to the President and accepted by the Board of Trustees without modification. These
accomplishments are explained in more detail later in this Standard.
• A Faculty-Staff-Administrative Personnel Benefits Committee to develop a benefits package for the 2006-07 school year. The committee’s recommendation was adopted by the President’s Cabinet.
• Meetings the President held with deans, Faculty Policy Council, and faculty to develop plans for the relationship between 2006-2008 salary increases and the implementation of rank in the fall of 2008.

A Committee on Committees (COC) provides oversight and accountability to the faculty committee structure and attempts to ensure broad and equitable committee representation across schools. In December 2004, the COC conducted a study on the work of faculty officers, committees, and councils at the University that provided valuable information about faculty perceptions (Exhibit 4.A.6). A total of 69 responses were received. Respondents reported serving on an average of three committees each, although the range was from 0 to 15. Faculty reported spending an average of 9.2 hours per month on committee work, with a range from 1 to 60 hours. Faculty responses in regard to the productivity of committees revealed mixed feelings. While 57.5% of respondents reported feeling that committee productivity was “very high” or “about right,” the remainder of respondents judged productivity as low. In regard to a question about the perceived benefits of service as a faculty officer, the item with the most responses was “Ability to influence the University” (45), followed by “Sense of mission or ministry” (38); “Involvement with administration” (23); and “Involvement with trustees” (19). In response to a survey question about disincentives for service as a faculty officer, items with the most responses included “Time commitment” (33); “Lack of teaching load reduction” (28); “Interference with teaching responsibilities” (26); “Other responsibilities” (26); “Lack of results from the work” (21); “Amount of work involved” (18); and “A perceived lack of power” (14).

Academic Planning and Curriculum Development
Faculty members at NNU have primary responsibility for the design, approval, and implementation of the curriculum. Each school has a curriculum committee (in some cases, a committee of the whole) that reviews and approves plans for new majors or graduate programs in each school. Once the curriculum is approved at the school level, proposals for new undergraduate curricula are referred to the Academic Council Undergraduate and proposals for graduate and continuing education programs or curricula are referred to the Graduate and Continuing Studies Council for review and approval. New program proposals from either of these councils are then recommended to the Vice President for Academic Affairs, who takes them to the President for review and possible recommendation to the Board of Trustees for adoption. This same process is followed in the discontinuation of majors or other degree programs. Recommendations for discontinuation and for starting new programs can come from University administration or from schools. There is ongoing consultation with the Vice President for Academic Affairs regarding issues of accreditation and financial viability. While the University made the decision several years ago to eliminate an all-University curriculum committee, the Deans’ Council provides effective oversight and coordination of proposals for new undergraduate majors or graduate programs. As the full cycle of assessment is implemented, schools are also beginning to review end-of-year assessment data and to modify existing curricula on the basis of that assessment information.

The last two years demonstrated the active role of faculty in academic planning and curriculum development. Major accomplishments during the past two years include the following:
• Faculty in the Department of Education, underwritten by a grant from the Albertson Foundation, designed and received Graduate and Continuing Studies Council and administrative approval for a new online Master’s degree in Reading.
• Faculty in the School of Theology and Christian Ministry developed and received Graduate and Continuing Studies Council and administrative approval to add emphases in Christian Education and Pastoral Ministry to the existing Master of Arts in Religion Spiritual Formation.
• Faculty in the School of Business developed and received approval to offer a new Master of International Business Administration option for students seeking graduate business education and to offer both the MBA and MIBA online.
• The 12 faculty members of the General Education Council, redesigned the University’s undergraduate GE Program and received approval from the Academic Council Undergraduate and approval from the faculty as a whole (a 63-10 vote in December 2005) to implement the revisions.

While the Academic Program Prioritization Process had personnel implications for the faculty, it had curricular implications as well. As the Academic Program Prioritization Process planning document (Exhibit 4.A.7) indicates, the prospect of a reduction in faculty FTE made it essential to look at factors that generated course credit: the credit size of majors compared to peer institutions; the relationship between the number of courses a department offered and the number required for graduation; and the number of courses with enrollments of 10 or fewer. In addition, the University lived with some anomalies for a number of years including a 16-week semester, use of both a three-credit and a four-credit base by different departments, and a daily schedule that released all students into a common lunch period immediately after Chapel. While the administration set parameters for addressing these issues, timelines and parameters were modified upon recommendation from faculty leadership. Curricular decisions in all cases were made by members of faculty councils or departments and adopted using appropriate faculty policies and governance structures. The actual work of setting benchmarks and developing solutions to historic curricular challenges remained the responsibility of the Academic Council Undergraduate. This council, in exemplary consultation with faculty at-large, brought forward proposals for addressing each issue and accomplished the following between March 2004 and October 2005:
  • Designed and adopted a shortened academic semester.
  • Developed and adopted a new daily schedule.
  • Adopted a standard three-credit base for undergraduate courses.
  • Established institutional standards for the size of majors and established a review committee for receiving requests for exception.
  • Established a “course richness ratio” (the relationship between courses offered and courses required to graduate) of 1.25 to 1.

The combination of the new GE Program coming out of the General Education Council and the undergraduate program parameters designed and adopted by the Academic Council Undergraduate called for significant revisions to undergraduate majors and the Undergraduate Catalog. Individual faculty members and department chairs assumed this responsibility, guided by the GE requirements established by the General Education Council and the undergraduate program parameters established and adopted by the Academic Council Undergraduate. As a result of this remarkable collection of faculty accomplishments, the Board of Trustees cited the faculty for their exemplary work during its October 2005 meeting (Exhibit 4.A.8).

The program review process is faculty-led and faculty-staffed using faculty-designed instruments (Exhibit 4.A.9). Program review is conducted in two ways. First, whether as an ongoing result of secondary accreditation policies or a more recent result of University and school assessment plans, faculty in a growing number of departments and schools are reviewing undergraduate majors and graduate programs annually in light of student...
performance. Second, under the direction of the faculty Program Review Coordinator, the Academic Council Undergraduate, and the Graduate and Continuing Studies Council, teams of faculty are conducting periodic reviews of academic programs using a standard faculty-designed instrument based on a rotating schedule (Exhibit 4.A.10). Program faculty complete a self-study report and volunteer faculty review teams read documents and conduct interviews in preparation for writing the program review report. These reports, which may contain academic or budget recommendations, are received first by the appropriate academic committee (Academic Council Undergraduate or Graduate and Continuing Studies Council) for possible action in regard to academic issues, and by the Deans’ Council for possible action in regard to budget issues.

As an institution that prizes both academic and spiritual growth, high-quality connections between students and faculty members are vital. The importance of student retention to the mission and health of the University also points to the importance of strong student advising. Although freshmen are advised by the Office of Academic Advising and Testing, teaching faculty provide the bulk of advising and mentoring. The Offices of the Registrar and Academic Advising and Testing provide regular, high-quality student advising information and training to faculty.

Major changes came about as a result of the establishment of University outcomes adopted in 2002, the redesign of the GE Program, as well as a result of the implications of the Academic Program Prioritization Process conducted during the 2004-05 and 2005-06 academic years. Faculty demonstrated both their responsibility for curriculum revision and their deep commitment to it in the unusual number of changes they designed and approved during the 2005-06 school year.

The increased emphasis over the last four years on institutional student learning outcomes and assessment resulted in significant changes in syllabi, course descriptions, and catalog text; however, even in these cases, faculty are free to determine how the outcomes will be taught and assessed.

Most faculty members are assigned 24 credits of teaching load spread across two semesters in a nine-month contract as indicated by their faculty load sheets (Exhibit 4.A.11). Faculty members with administrative or graduate teaching responsibilities and 10- or 11-month contracts teach a pro-rated number of credits beyond this. Teaching assignments are determined by a standard combination of faculty expertise, departmental need, and equitable distribution of classes across the academic day. In addition, faculty members are expected to participate in some combination of advising, scholarship, contact with potential students, shared governance, and church and community service beyond their teaching assignments.

The recent Academic Program Prioritization Process and related calendar and curricular changes made special, short-term demands on faculty time. The recent Committee on Committees survey cited earlier indicated that 57% of faculty members feel their faculty work is a good use of time. In addition, faculty are expected to advise students, participate in committee work, and be involved in various kinds of discipline-specific scholarship. Faculty vitae (Exhibit 4.A.12) demonstrate the relationship between faculty assignments and their education and training.

**Professional Development**

The University provides multiple avenues for faculty professional development including a number of competitive and non-competitive opportunities. The Faculty Development Committee reviews requests for and recommends allocation of most professional development resources. Chapter Four of the Faculty Handbook describes several of those resources including:

- Professional Development I Funds—an amount allocated to each academic school on a “per faculty member” basis to support professional travel, memberships, subscriptions, and the like. During the 2005-06 school year, the total allocation
was $67,340, or approximately $740 per full-time faculty member under contract that year.

- Professional Development II Funds—competitive small grant opportunity for action research, curriculum development, or other informal research or program improvement process. The 2005-06 allocation in this area was $6,500.

- The Watson Fellowship, listed in the Handbook as the “Faculty and Academic Program Enhancement Fund”—competitive grant opportunity for publishable research. The annual funding for this Fellowship is between $6,000-$7,000.

- Faculty Lectureship—an annual scholarly lecture by a faculty member that includes a $500 honorarium for the speaker and smaller honoraria for respondents.

- Faculty Sabbaticals—a one-semester opportunity for substantive study, program review, and/or travel. Since 2001, the University awarded sabbaticals to 16 faculty members. Sabbaticals during the 2005-06 school year were assisted by grants totaling $4,966.

- Leaves of Absence—approved, unpaid professional or personal leaves, which can be used for the pursuance of advanced degrees.

- Conditional Graduate Loans—loans to faculty members of up to $10,000 each to underwrite the completion of advanced degrees. Those who complete a degree pay back one-half of the original loan. Currently, 13 faculty members are being assisted by this benefit for a total institutional commitment of $130,000 and a current outstanding balance of $64,110 (Current Graduate and Continuing Loan Balances as of May 2006 – Exhibit 4.A.13).

The total dollar amount of direct institutional support for faculty professional development and scholarship, as described above, was $150,116 during the 2005-06 school year.

In addition, the Office of Academic Affairs established a faculty publications cadre, now called the “Scholars’ Guild,” which functions as a study group for faculty members interested in research and publication. This group, whose attendance ranged from 10-16 in its monthly meetings, facilitated an annual exhibit of faculty scholarship each of the last two years. It receives an annual budget allocation of $1,000 to underwrite materials, provide an annual scholarship luncheon, and cover other miscellaneous expenses.

Specific 2005-06 faculty salaries are available in the Office of Academic Affairs. A comparison of the most recent IPEDS data indicates that the NNU average faculty salary of $45,206 ranks 17th of the 24 institutions in the institution’s denominational and regional peer group. Policies on faculty salary and benefits are described in Sections VI and VII of the Faculty Policy Manual (Exhibit 4.A.14) that is available online to faculty. The Offices of Human Resources and Financial Affairs regularly provide information to faculty regarding insurance and retirement benefits. In addition, TIAA-CREF representatives are invited to campus annually to work with faculty members on investment and retirement planning.

Deans and department chairs, the Faculty Chair, and the University Assessment and Accreditation Officers all receive additional compensation or load release. Load release for the Faculty Chair was recently increased from three to six annual credits as an acknowledgement of the increased workload. Faculty who work beyond the standard nine-month contract or who teach more than 12 credits per semester also receive additional compensation. One exception to this includes the oversight of independent studies during the regular semester.

During the 2004-05 school year, as part of the Academic Program Prioritization Process, an Early Retirement Option (Exhibit 4.A.15) was offered to faculty members that met certain demographic requirements. The VPFA and VPAA held specific group meetings to explain the plan. In addition, the VPFA worked with individual faculty members to address specific questions regarding the plan. Of the 20 faculty members eligible for the Early Retirement
Option, 15 faculty members opted to accept the Option over a two-year period.

**Faculty Evaluation**
The institution provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution’s policies, regulations, and procedures for faculty evaluation are described in Chapter 4, Sections V and VII of the *Faculty Handbook* (Exhibit 4.A.16) and are consistent with Policy 4.1 Faculty Evaluation.

All faculty members at NNU are initially offered one-year contracts. Faculty members on one-year contracts are evaluated annually. Doctorally-prepared faculty members with three years of exemplary service may submit an application for a rolling, three-year faculty contract that functions as implicit tenure. Once granted this longer contract status, faculty members are evaluated every five years.

Continuing faculty members demonstrate professional and personal strengths through the use of five documents and eight criteria, as outlined in the Faculty Evaluation Form (Exhibit 4.A.17). The five documents include the faculty member’s vita, statement of faith, self-evaluation, statement of completion of peer review, and professional development plan. The eight criteria include Christian commitment and practice, commitment to NNU’s mission, review of self-evaluation, formal educational preparation, continuing education professional development, student/course evaluations, faculty scholarship/contribution to profession, and areas of concern. The Office of Academic Affairs holds an information session for three-year contract candidates each fall to assist them in preparation of their application packets, with particular emphasis on their analysis of their teaching and the evidence they provide of faith integration.

In March 2006, the Board of Trustees adopted a new tenure policy. That policy, in conjunction with a new faculty rank policy, is scheduled for implementation at the beginning of the 2008-09 academic year. All faculty members currently on a three-year contract will move to tenure without further process when rank is implemented.

Since the interim accreditation visit, the faculty adopted a course evaluation system designed and administered by the University of Washington (Exhibit 4.A.18). In addition, the evaluation process was revised to reflect the new five-year cycle, increase evaluation of faculty on one-year contracts, establish a revolving calendar for the evaluation of individual faculty (Exhibit 4.A.19), and clarify elements of the process.

**Recruitment and Appointment of Faculty**
NNU has a well-established and generally successful procedure for recruitment and appointment of full-time faculty, described in Chapter 3 of the *Faculty Handbook*. When full-time faculty position vacancies occur, departments establish job descriptions to attract individuals who bring particular expertise to the department, as well as a mission match to the University.

Rehiring in existing positions must be approved by the President on recommendation of the Vice President for Academic Affairs. During the current Academic Program Prioritization Process, the hire can only be approved if the dean can demonstrate that it does not affect the mandated 12 FTE faculty reduction. Hiring in new positions must be approved on the basis of a new program or new position business plan, which explains the need and revenue source for the new position.

Position descriptions are developed using a standard OAA template and approved for posting by the Vice President for Academic Affairs and the Vice President for Financial Affairs. Position descriptions are required to contain a statement indicating that NNU is an Equal Opportunity-Affirmative Action Employer. Positions are advertised on the NNU and CCCU web sites, in the *Chronicle of Higher Education*, and in relevant disciplinary journals. In addition, when applicable, position descriptions are distributed at professional
meetings. Deans and department chairs attempt to identify faculty candidates from underrepresented populations. Some funds are available to underwrite advanced education for identified minority candidates.

Each applicant must complete an official application form and submit a statement of Christian faith, a philosophy of Christian higher education, a current vita, and letters of recommendation, including a letter from his or her current pastor.

The dean of the school names a search committee that reviews applications, checks references, conducts telephone interviews, and rank orders the applicants. Upon the recommendation of the dean, and with the approval of the VPAA, the most viable candidate is invited to campus for interviews with the search committee, cross-campus committee, school dean, Vice President for Academic Affairs, Director of Human Resources, and the President. In many instances, candidates are asked to teach a sample lesson or otherwise demonstrate their professional strengths. In some cases, more than one candidate is invited to campus.

The school dean collects the evaluations of the search committee and cross-campus committee, as well as the recommendation of the department chair as the basis for making his recommendation to the VPAA. The VPAA reviews that recommendation and makes his/her own recommendation to the President who makes the final decision about whether to offer the candidate a contract.

Adjunct Faculty
Adjunct faculty members receive an Adjunct Faculty Handbook (4.A.4) to explain their responsibilities and the resources that are available to assist them. They also have access to the online Faculty Handbook and Faculty Policy Manual. The hiring of adjunct and part-time faculty is described in Chapter Three of the Faculty Handbook. The process is the same in regard to the need for submission of a statement of faith and approval from the VPAA and the President. It differs in the following respects:

- Neither a search committee nor a cross-campus committee is used.
- Part-time and adjunct faculty members are hired on a temporary, as-needed basis.

In the fall of 2005, a new category, Community Learning Affiliate, was established to describe paid and unpaid members of the community who provide internship sites, mentorships, or individualized music instructions for NNU students.

Academic Freedom
Faculty members at NNU are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution’s mission and goals. The University’s official statement on academic freedom is based on the American Association of University Professors-proposed text, was adopted by the Board of Trustees, and is included in Chapter 11, Section IX of the Faculty Handbook (Exhibit 4.A.20). No grievances have been filed by faculty regarding restrictions on academic freedom in institutional memory.

Analysis and Appraisal
The University employs highly qualified and appropriately experienced faculty in each of its areas of instruction. Through standard search processes, through a successful loan forgiveness policy and faculty willing to take advantage of it, and through the powerful influence of a sense of calling on a number of the faculty, almost 70% of NNU faculty members have doctoral degrees.

The age, experience, and years of service of the faculty have become more balanced since the last accreditation visit. As indicated earlier, a number of senior faculty members have retired over the past few years, including eight through an Early Retirement Option at the end of the 2005-06 academic year whose positions will not be replaced; four additional positions vacated by early retirements will not be replaced in the period leading up to the start of the 2008-09 school year. This reduction addresses the Board of Trustees mandate for an improved student-faculty ratio and continues a trend toward more
balance in faculty age with only a slight decrease in years of service. While the most senior faculty member has 38 years of experience, the fact that the Profile average is nine years indicates that newer faculty is impacting the institutional average. The retirement of senior faculty makes it necessary to tell the essential story of the University and to teach essential policy and procedure to a new generation, but it also allows the institution to draw on the new eyes and energies of younger faculty.

The institutional data regarding ethnicity and gender communicate an ongoing challenge to the University. In proportion to the national and regional population, women and minorities are under-represented in the faculty, as well as in leadership positions. The University administration has made efforts to address the issue. As detailed in Exhibit 4.A.21, of the 51 faculty searches since the interim accreditation visit in 2001, 34 (67%) of the pools included women and 21 resulted in the hiring of a woman; 46 (90%) of pools included members of under-represented groups and 35 (76%) have resulted in the hiring of a faculty member from an under-represented group. The exhibit also provides information about the efforts of University administration to address the need for greater gender and ethnic representation in positions of leadership. Certainly some of the institutional challenge comes from the denominational and state ethnic traditions; some comes from the intense competition for a relatively small pool of ethnic applicants made smaller by requirements in regard to education, experience, and agreement with the institutional mission. Even so, the University is committed to continued work in this area and has experienced some success in the most recent faculty hiring season.

The new institutional strategic plan, Fulfilling the Promise: NNU at One Hundred (Exhibit 4.A.22) calls for increased intentionality concerning improvements in ethnic balance of faculty and students. A new institutional diversity task force was established with University employee, student, and community representation to identify and address key issues. The institution has gone from two faculty members from under-represented groups at the end of 2005-06, to five faculty members from under-represented groups at the beginning of the 2006-07 school year.

In addition to their primary teaching and academic advising roles, faculty have an active role in institutional governance, academic planning, and curriculum development and review.

The University has a well-defined system by which faculty participate in institutional governance. The University provides extensive opportunity for faculty to exercise their academic oversight responsibilities through relevant councils and votes or straw polls of the entire faculty. In spite of having primary responsibility for curriculum, representation on all University committees, councils, and Board of Trustees’ plenary and subcommittee sessions, as well as representation in decisions related to benefits, there is anecdotal evidence that some faculty members believe their voices are not heard.

Faculty-led program review is now a well-established routine of the University. Several programs are reviewed each year, but the schedule had to be adjusted some each year to acknowledge the time implications of the Academic Program Prioritization Process, curriculum revision, and the regional accreditation process. Recent departmental program reviews are available in the Exhibit Room (Exhibit 4.A.23).

The responsibilities of individual faculty members vary widely. Some of this variation is reasonable and necessary; some is a result of variance in dean oversight or in the length of service of the individual faculty member. Faculty workloads have increased since the last full accreditation report. As described earlier, the last two years have involved an unusual number of revisions to curriculum, calendar, and daily schedule resulting in additional workloads for many faculty members. In addition, greater expectations for scholarship and for student recruitment, increased emphasis on faculty
review, and the prospect of rank and tenure have all impacted the faculty workload. While there is the expectation that some of these tasks will go away when the Academic Program Prioritization Process is completed, there is an ongoing need to study and address faculty workload.

The University has been fortunate to attract high-quality faculty. Many faculty members come to the University out of a commitment to the religious mission of the institution at salaries considerably lower than those they were receiving or could have received in industry or at secular institutions. The Office of Academic Affairs and the President’s Office are careful to stay within the salary guidelines outlined in the Faculty Policy Manual for all faculty positions, generally avoiding faculty perceptions of inequity or special treatment. The lack of a rank system flattened faculty salaries at the middle and upper end of the experience scale.

The strategic plan calls for, and the President has authorized, a faculty rank structure that will add an estimated $300,000 annually to faculty salaries—an average of $3,000 per faculty member—when implemented in the fall of 2008. If implemented this year, that change would put the University’s average salary above the median of peer institutions even without cost of living adjustments. With that information in mind, and in anticipation of the adoption of the new schedule in 2008, faculty will receive a supplemental salary check in August of this year. It should be noted that six of the peer institutions with the highest salaries are located in urban, West Coast cities each with an extremely high cost of living. The National Association of Realtors web site calculates that a person earning $66,176 in Seattle, Washington would need a salary of $45,641 for a comparable standard of living in Nampa, Idaho.

While the funding for individual professional travel is similar to that of peer institutions, NNU’s location away from a major airline hub and increased emphasis on international and cross-cultural strands in the programs suggest a need to increase funding for travel and professional development.

The University improved its faculty evaluation process since the interim accreditation visit. Improvements include a new set of course evaluation instruments, a specific schedule of evaluation for all faculty, and Faculty Handbook revisions to clarify the process. The quality of faculty three-year contract applications improved in recent years, including increased attention to the analysis of teaching strengths and challenges, and increased evidence of faith integration. While school deans have primary responsibility for mentoring faculty members, most have not been trained in faculty development. Consequently, results across schools are sometimes uneven.

The faculty hiring process at NNU is articulated in a set of instructions for all parties involved (Exhibit 4.A.24). The establishment of an Office of Human Resources has prompted renewed conversations about how to make the hiring process clearer. The University is generally successful in recruiting and hiring new faculty. Faculty members are often attracted to NNU as much from a sense of calling as from traditional career factors. As noted elsewhere, the University had unusual success this past spring and summer in hiring faculty from under-represented groups.

SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION (STANDARD 4.B.1-7)

While NNU is and always will be primarily a teaching institution, the institution values scholarship and research. The University mission statement declares the commitment of the institution to “…the development of Christian character within the philosophy and framework of genuine scholarship.” The faculty review process, while it does not include quotas for numbers of publications, does ask faculty to describe how they meet the scholarship expectations of the University. School deans, the Vice President for Academic Affairs, and the President speak to that standard in their recommendation of faculty.

As a teaching institution, the University places special emphasis on the scholarship of teaching. Other forms of scholarship are encouraged as
well, and the University assists faculty through several formal programs. The definition of scholarship at NNU, as described in Chapter 3 of the Faculty Handbook (Exhibit 4.B.1), draws heavily from the model Dr. Ernest Boyer presented in his book, Scholarship Reconsidered: Priorities of the Professoriate (published in 1990 by the Carnegie Foundation). The University definition includes five types of scholarship: the scholarship of teaching; the scholarship of creativity; the scholarship of application; the scholarship of integration; and the scholarship of discovery.

Within the guidelines provided by the institutional mission statement, faculty contracts, and Faculty Handbook expectations, faculty are encouraged to pursue scholarship and research within their academic disciplines. Examples of scholarship among NNU faculty include: creation of new music, poetry, and art; presentation of professional papers before institutional or guild peers; supervision of the research of promising undergraduate students; publication of professional papers in juried and refereed journals; and revision of courses or majors to reflect new information about effective pedagogy—each subject to effective peer review. Examples of each of these and many more are presented in Exhibit 4.B.2.

The teaching commitment of the institution also demonstrates itself in an emphasis on faculty-guided undergraduate student scholarship and research. Prompted to some extent by a 1992 National Science Foundation (NSF) focus, faculty in the Science Department began a strong emphasis on faculty oversight of student research that is underwritten by NSF and Murdock Foundation grants, culminating in student presentations or poster sessions in both a day-long, on-campus seminar, and in regional conferences sponsored by the Idaho Academy of Science and the Murdock Foundation. In similar ways, students in Psychology, English, Forensics, Theology, Music, Business, Art, and other disciplines require culminating research presentations, compositions, sermons, exhibitions, business plans, or recitals that demonstrate scholarly accomplishment.

Examples of student research and scholarship are on display in the Exhibit Room.

Institutional policies and procedures, including ethical considerations concerning scholarship, research, and artistic creation, are clearly communicated. Consistent with institutional mission and goals, faculty members have a substantive role in the development and administration of research policies and practices. Faculty committees are responsible for the development of policies regarding scholarship. The institutional definition of scholarship stated in the Faculty Handbook was developed and adopted by faculty. The Human Research Review Committee for approval of human subjects’ research is a faculty committee that developed a policy for institutional review of research proposals (Exhibit 4.B.3). The Scholar’s Guild, which assists faculty in the development of a research agenda and supports faculty in the preparation of papers for submission to professional publications, is chaired and run by faculty members. The only exception to this general institutional policy is that research projects supported by government or foundation funds must follow the policies and procedures of those organizations.

As previously described in Standard 4.A, the University provides over $150,000 annually in professional development funds and specific support for faculty research and scholarship through Professional Development I Funds, Professional Development II Funds, the “Faculty and Academic Program Enhancement Fund,” the annual Faculty Lectureship, faculty sabbaticals, leaves of absence, and conditional graduate loans.

Analysis and Appraisal
While NNU will always be first a teaching institution, as indicated in the exhibits, the quality and amount of faculty scholarship has increased in recent years. There is a strong tradition of undergraduate student scholarship at the University. The University is providing adequate resources and acknowledgement for faculty scholarship. The Scholars’ Guild worked with the Faculty Policy Council to define scholarship at NNU. The institutional
definition of scholarship, the newly adopted policy of the Institutional Research Board, and the work of the Scholars’ Guild provide articulation of institutional policies and procedures regarding scholarship, research, and artistic creation.
## Institutional Faculty Profile

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<td>89</td>
</tr>
<tr>
<td>Part-time Teaching</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Full-time Non-Teaching</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td></td>
<td>11</td>
</tr>
<tr>
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<td>9</td>
<td>33</td>
<td>28</td>
<td>28</td>
<td>6</td>
<td>104</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Asian</th>
<th>Black, non-Hispanic</th>
<th>Hispanic Surname</th>
<th>White, non-Hispanic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Teaching</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>84</td>
<td>89</td>
</tr>
<tr>
<td>Part-time Teaching</td>
<td></td>
<td></td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>Full-time Non-Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>99</td>
<td>104</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Salaries</th>
<th>Minimum</th>
<th>Mean</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Teaching</td>
<td>$28,525</td>
<td>$45,217</td>
<td>$56,081</td>
</tr>
<tr>
<td>Part-time Teaching</td>
<td>$21,198</td>
<td>$23,389</td>
<td>$25,777</td>
</tr>
<tr>
<td>Full-time Non-Teaching</td>
<td>$30,881</td>
<td>$42,249</td>
<td>$53,616</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of NNU Service</th>
<th>Mean</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Teaching</td>
<td>9.00</td>
<td>37</td>
</tr>
<tr>
<td>Part-time Teaching</td>
<td>16.25</td>
<td>38</td>
</tr>
<tr>
<td>Full-time Non-Teaching</td>
<td>10.60</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Teaching Experience</th>
<th>Mean</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Teaching</td>
<td>18.1</td>
<td>48</td>
</tr>
<tr>
<td>Part-time Teaching</td>
<td>30.5</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Teaching</td>
<td>53</td>
<td>36</td>
</tr>
<tr>
<td>Part-time Teaching</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Full-time Non-Teaching</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>42</td>
</tr>
</tbody>
</table>

*Includes five faculty pursuing doctoral degrees: Mary Curran, Lisa Kinneman, Mike Kipp, Mollie Sweet, Arnie Ytreeide

**Does not include open positions in nursing, counseling and computer science.
Appendices

4.1 Number and Source of Terminal Degrees of Faculty
4.2 Comparison of NNU and Reference Institution Student-Faculty Ratios
4.3 12-year Summary of NNU Departmental Student-Faculty Ratio Information
4.4 Faculty Representation on Administrative Councils and Committees
4.5 2005-06 Faculty Roles in Academic and Institutional Governance

Exhibits

4.A.1 Criteria for Rank and Tenure Document
4.A.2 Faculty Advising Guides
4.A.3 Pre-registration Advising Instructions
4.A.4 *Adjunct Faculty Handbook*
4.A.5 NNU Faculty Officers and Representatives, Councils and Committees Document
4.A.6 Committee on Committees Study of Faculty Committee Workload
4.A.8 Citation from the Board of Trustees for Exemplary Faculty Work (October 2005)
4.A.9 Program Review Process
4.A.10 Program Review Schedule
4.A.11 Faculty Load Sheets
4.A.12 Faculty Vitae
4.A.13 Current Graduate and Continuing Loan Balances
4.A.14 *Faculty Policy Manual*
4.A.15 Faculty Early Retirement Option
4.A.16 *Faculty Handbook*
4.A.17 Faculty Evaluation Form
4.A.18 University of Washington Course Evaluation System
4.A.19 Faculty Evaluation Schedule
4.A.20 Policy on Academic Freedom
4.A.21 Summary of Faculty Searches since 2001
4.A.22 *Fulfilling the Promise: NNU at One Hundred*
4.A.23 Departmental Program Reviews
4.A.24 Faculty Hiring Process

4.B.1 Definition of Scholarship from the *Faculty Handbook*
4.B.2 Examples of Faculty Scholarship
4.B.3 Policy for Institutional Review of Research Proposals

Tables

4.A.1 Undergraduate Faculty Mandated 12 FTE Reduction by Department and Year
STANDARD FIVE

LIBRARY AND INFORMATION RESOURCES
Standard Five
Library and Information Resources

Part I – Library

Mission
Riley Library assists the members of the University’s academic community in achieving their educational and research objectives by providing access to information resources available locally and worldwide. The Library supports and promotes the pursuit of intellectual development and genuine scholarship through quality collections, facilities, instruction, and services. In addition to this, the Library serves as an intellectual resource for the local community.

Riley Library and its staff seek to:
• Provide effective access to information resources in a variety of formats to all students and faculty
• Teach the use of specific resources and the development of information literacy skills
• Maintain a broad range of quality learning resources within an environment conducive to teaching and learning
• Promote genuine scholarship by fostering student and faculty research and encouraging lifelong learning
• Support all aspects of Library services
• Serve as an intellectual resource for the local community

A portion of the Library resources budget is allocated to undergraduate departments each year using a formula that includes average cost of books in the discipline, number of majors, circulation of titles within call number ranges appropriate for the discipline, and credit hours taught by the department. Graduate programs also have a budget for purchasing materials relevant to each program and to the delivery method whether it is online, on site, or at a remote location.

INFORMATION RESOURCES AND SERVICES (5.B.1-5)
The Library collection reflects the liberal arts emphasis of the NNU curriculum with especially strong collections in religion, philosophy, history, and literature. Selection and deselection decisions of all materials are guided by the Collection Development Policy (Exhibit 5.B.1) based on program needs, recommendations from faculty, and the professional literature. Selection is the joint responsibility of the librarians and teaching faculty. Each school within the University is assigned a liaison librarian who works with faculty in the selection of materials to be ordered from the portion of the Library budget allocated to the departments within each school. A separate budget is allocated for graduate programs.

PURPOSE AND SCOPE (5.A.1-3)
The Library holdings include over 180,000 paper volumes, 3,100 e-books, 190,000 microform units, 841 current serial subscriptions, and 55 electronic reference sources and aggregation services. The print monograph collections continue to grow at a steady rate of approximately 2,000 items per year (See Table 5.A.1). Interlibrary loan services are readily available at no cost to qualified users.

<table>
<thead>
<tr>
<th>Year</th>
<th>Monograph Volumes Held</th>
<th>Serial Subscriptions Held</th>
<th>Microform Units Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>174,533</td>
<td>842</td>
<td>176,036</td>
</tr>
<tr>
<td>2002-2003</td>
<td>177,588</td>
<td>850</td>
<td>182,536</td>
</tr>
<tr>
<td>2003-2004</td>
<td>178,350</td>
<td>870</td>
<td>182,073</td>
</tr>
<tr>
<td>2004-2005</td>
<td>180,784</td>
<td>841</td>
<td>187,700</td>
</tr>
<tr>
<td>2005-2006</td>
<td>183,157</td>
<td>808</td>
<td>190,158</td>
</tr>
</tbody>
</table>

Table 5.A.1 Growth Rate of Library Resources
In 1999, the Library made the transition from Western Library Network (WLN) to Online Computer Library Center (OCLC) as its bibliographic utility when the two entities merged. The availability of OCLC for cataloging records has provided significant assistance to staff in the Technical Services Department in terms of cataloging materials.

Over the past four years, the Library has conducted an average of 49 sessions of instruction each year contacting as many as 1,500 persons in one academic year (see Table 5.B.1). Librarians are available most hours to provide one-on-one instruction within the Library at the individual’s point of need and also provide support via phone and email. Information about Library resources, research, copyright, and proper citation is taught to graduate students in online programs by way of learning modules and tutorials developed by the librarians and integrated into Blackboard courses.

During fall semester 2005, the reference desk was staffed by professional librarians 33 hours per week and by student assistants 20.5 hours per week. Changes in support staff positions as well as the addition of another Library faculty position have enabled the Library to provide better service during evenings, weekends, and summer, which are peak times for graduate students.

The University web site provides a quick link to the Library’s home page where students and faculty can access information about hours, conduct online renewals, or search resources. There are links to the Library catalog, general Library information, databases, and reviewed web sites organized by subject. Information about new services and resources is also disseminated to the campus through email, faculty workshops, handouts, and signage throughout the Library.

The Collection Development Policy was last updated in 2000. Collection priorities were adjusted to reflect program changes in recent years; the written policy needs to be updated to reflect these adjustments. Department faculty members play a significant role in the selection of materials for the Library collection.

Assessment tools such as core bibliographies in the discipline, as well as system-generated reports showing publication date, usage, etc., are made available to faculty to assist them with the evaluation of books in their discipline. Some departments, most notably Nursing and Business, have made use of these reports to evaluate books in their areas. Plans are in place for a focused time of collection evaluation by all faculty members as a part of the fall 2006 faculty workshops.

<table>
<thead>
<tr>
<th>Year</th>
<th>Sessions</th>
<th>Total Hours</th>
<th>Learner Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>64</td>
<td>93</td>
<td>1,059</td>
</tr>
<tr>
<td>2002-2003</td>
<td>24</td>
<td>161</td>
<td>759</td>
</tr>
<tr>
<td>2003-2004</td>
<td>52</td>
<td>107</td>
<td>1,503</td>
</tr>
<tr>
<td>2004-2005</td>
<td>55</td>
<td>108</td>
<td>1,400</td>
</tr>
<tr>
<td>2005-2006</td>
<td>81</td>
<td>170</td>
<td>1,779</td>
</tr>
</tbody>
</table>

Table 5.B.1 Library Instruction Sessions

An extensive review of all print and microform periodical subscriptions is currently in progress. Liaison librarians are working with their respective departments to evaluate title selection, format preference, and retention to address changes in curriculum, faculty, and technology since the last review conducted in 1992.

Library policies for most operations are communicated via the Library web site. Policy and procedures manuals are also located in each Library department. Library policies and procedure manuals can be found in Exhibit 5.B.2. New faculty members receive information about the Library during New Faculty Orientation each fall (Exhibit 5.B.3) and a visit to the Library where they meet with the Director of Library Services. Brochures (Exhibit 5.B.4) are distributed to new community users and are always available at the Circulation and Reference desks upon request. Information about the Library is also included in the Undergraduate and Graduate Catalogs (Exhibit 5.B.5 and 5.B.6) and Student Handbook/Planner (Exhibit 5.B.7), which are
distributed at the start of each year by the Office of Student Development.

Within the University committee structure, the Instructional Resources Council (IRC) provides a formal venue for faculty and students to review Library policies and provide valuable input concerning library matters. Committee membership is made up of a faculty representative from each school, representatives from various academic support areas, and an undergraduate and graduate student representative.

Other formal and informal opportunities are available for collecting feedback from constituents. Student comments are collected at the conclusion of each of the Library Orientation Modules used by online students (Exhibit 5.B.8). For on-campus instruction on Library resources, students are given an opportunity to evaluate instruction following classroom presentations.

OCLC membership has enabled the Library to significantly extend the resources available to the University community with the shared cataloging functions and interlibrary loan services. Even with increased full text content in online databases, interlibrary loan is heavily used (see Table 5.B.2). The addition of Ariel hardware and software for electronic transmission of requested articles in 2004-05 allows the Library to deliver these items to the user’s desktop within one to five days.

In the fall of 2005, the NNU Library and Albertson College of Idaho (ACI) Library, both Innovative Interfaces Inc. (III) library system users, implemented a shared Integrated Library System (ILS). This system has significantly increased the resources available to the University. Patrons from both institutions are benefiting from the increased collection size created through this collaborative effort.

### FACILITIES AND ACCESS (5.C.1-2)

The current facility has 18,000 assignable square feet on three levels. All offices and most library operations, reference and periodical collections, microforms, government documents collections, six student lab computers, three public computers, and six laptop carrels are located on the main level. Archives, periodicals, and newspaper back files are housed on the lower level. The upper level holds the majority of the print collection, a computer lab with six work stations, and the majority of the student study space. Both the main and upper floors have wireless connectivity.

The Library is accessible 81 hours per week during the academic year. Library hours are posted at the entrance to the building and on the Library web site. Any deviations from regular hours are posted on the front doors, by the service desks, and on the web site well in advance so that all users, whether on-site or online, are aware of the changes.

Wherever possible, changes are made to help accommodate individuals with physical challenges. The front door is handicap accessible and computer stations on the main level allow wheelchair access to the online catalog and other electronic resources. Due to recent mechanical issues, the Library elevator is restricted to transportation of freight only; however, the Library staff is available to retrieve materials from other floors upon request. The Environmental Services staff is developing a solution to the mechanical issue so that the

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Returnables</td>
<td>556</td>
<td>614</td>
<td>559</td>
<td>572</td>
<td>624</td>
</tr>
<tr>
<td>Nonreturnables</td>
<td>324</td>
<td>291</td>
<td>289</td>
<td>203</td>
<td>237</td>
</tr>
<tr>
<td><strong>Total Lending</strong></td>
<td><strong>880</strong></td>
<td><strong>905</strong></td>
<td><strong>848</strong></td>
<td><strong>775</strong></td>
<td><strong>861</strong></td>
</tr>
<tr>
<td>Returnables</td>
<td>333</td>
<td>436</td>
<td>537</td>
<td>523</td>
<td>468</td>
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<tr>
<td>Nonreturnables</td>
<td>911</td>
<td>1,669</td>
<td>1,567</td>
<td>1,351</td>
<td>1,301</td>
</tr>
<tr>
<td><strong>Total Borrowing</strong></td>
<td><strong>1,244</strong></td>
<td><strong>2,105</strong></td>
<td><strong>2,104</strong></td>
<td><strong>1,874</strong></td>
<td><strong>1,769</strong></td>
</tr>
<tr>
<td><strong>TOTAL TRANSACTIONS</strong></td>
<td><strong>2,124</strong></td>
<td><strong>3,010</strong></td>
<td><strong>2,952</strong></td>
<td><strong>2,649</strong></td>
<td><strong>2,630</strong></td>
</tr>
</tbody>
</table>

Table 5.B.2 Interlibrary Loan Transactions
The Library and Information Resources

Elevator may once again be used as a passenger elevator.

The recent addition of a microform scanner has increased the usability of the microforms collection by making it possible to scan microfilm or microfiche and turn it into a digital file that can be saved to the user’s network space or emailed to their personal account at no charge. The Library staff also uses this equipment to scan and send in-house articles to off-campus graduate students and to send interlibrary loan requests.

Riley Library has been a member of the Northwest Association of Private Colleges and Universities – Libraries (NAPCU) group since its inception. NAPCU is comprised of 29 private, four-year, NWCCU-accredited academic institutions in Idaho, Montana, Oregon, and Washington. Membership in NAPCU provides on-site borrowing privileges at any member institution’s library. In addition, NNU’s NAPCU membership provided the first opportunity for cooperative licensing of databases and continues to be the vehicle for acquiring FirstSearch databases and some of the e-book collections from NetLibrary.

The Library participates in the Idaho state-wide Lili-Unlimited project, which is a group contract for OCLC services. This has resulted in a significant reduction in OCLC charges for cataloging and resource-sharing activities over the University’s costs when purchased as a single library. Group purchasing of other reference databases and e-books is facilitated through the Bibliographical Center for Research (BCR) cooperative, the Christian Library Consortium (CLC), and through an institutional membership in the Association of Christian Librarians. The Library’s subscription to the American Chemical Society database and archive is the result of a cooperative purchase by the academic libraries of Idaho.

For interlibrary loan purposes, the Library is part of at least three resource sharing groups: NAPCU, Libraries Very Interested in Sharing (LVIS), and CLC.

An agreement with the library at the College of Southern Idaho (CSI) in Twin Falls is in place to allow NNU graduate students taking courses in Twin Falls to use the CSI library as a supplement to the NNU Library for no additional fee. All NNU graduate students who meet at the Twin Falls site are provided with a library orientation by an NNU librarian at which time it is stressed that the NNU Library is their primary provider and that the CSI library is a supplemental resource.

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

Personnel and Management (5.D.1-6)
The professional staff is made up of 4 FTE faculty positions and 2.5 FTE support staff positions. The Director of Library Services reports to the Vice President for Academic Affairs and is responsible for all Library personnel, services, operations, and budget decisions. All faculty and staff report to the Director of Library Services and enjoy a very positive working relationship. A new faculty position, User Services Librarian, was added in March 2005. This librarian’s primary responsibility is to coordinate services and support for graduate and non-traditional programs. In addition, he has oversight of all interlibrary loan services and is responsible for all electronic resources. An organizational chart for Library Services is provided in Appendix 5.1.

The Library faculty members include the Director of Library Services, Electronic Systems and Services Librarian, Reference and Instructional Services Librarian, and User Services Librarian. Two librarians have 10-month contracts; two have 11-month contracts. All Library faculty members have ALA-accredited master’s degrees in Library Science or Library and Information Science. Vitae for the Library faculty are provided in Exhibit...
5.D.1. The Library support staff consists of the Technical Services Supervisor, a part-time Circulation Supervisor, and a part-time Library Assistant. A chart that explains job responsibilities for Library employees is provided in Appendix 5.2.

The Library employs approximately 20 student assistants who work a total of 160-175 hours per week. At the beginning of each year, all student employees are required to read the Student Employee Manual (Exhibit 5.D.2), which clearly outlines expectations and responsibilities.

All support staff hold bachelors degrees and are well qualified for their positions. The part-time Circulation Supervisor and part-time Library Assistant provide oversight of student employees and the many functions of the Circulation Department. The Circulation Supervisor also serves as the Library System Database Maintenance Coordinator, working in collaboration with the Electronic Systems and Services Librarian and the system vendor. The Technical Services Supervisor serves as acquisitions clerk, interlibrary loan technician, and as general office manager in addition to supervising several Library student assistants.

Library faculty members have access to institution professional development funds. In 2004-05, the Reference and Instructional Services Librarian was awarded $2,500 of Professional Development II funds for additional workshops and consultation resources through an institutional membership in the non-profit TLT (Teaching, Learning & Technology) Group. The Director of Library Services received a sabbatical in spring 2006.

All Library personnel recently participated in four days of training on the upgraded III library system in preparation for implementation of the shared catalog and new software. Each year, at least one member of the staff attends the Innovative Users Group annual meeting to stay abreast of changes in the technology.

From 1999-2006, the Information Services, Media Services, and Library Services departments were a part of the School of Academic Resources and have worked closely together to provide academic resources to the campus community. During this time, Library Services reported to the Dean of the School of Academic Resources. Monthly school meetings and meetings of department chairs facilitated excellent communication among these groups. With the dissolution of the School of Academic Resources in June 2006, Library Services will report directly to the Vice President for Academic Affairs. In addition, the Director of Library Services will become a member of the new Academic Administrative Council. This Council, which will also include school deans, the University Registrar, and the Associate Director of Information Technology, will allow the Library to have direct representation as academic administrative decisions, including budget decisions, are made. Collaboration among resource areas will continue on an informal basis and through continued representation on appropriate councils and committees.

Curriculum development, including changes in majors or programs, begins with the curriculum committees at the school level. Faculty members are urged to complete an academic resource impact report that is circulated to all academic resource areas. The Library usually has an opportunity to respond to these reports and provide information about resources, staffing, and facilities that will be needed to support the proposal.

Prior to 2004-05, the Library budget remained essentially the same since the last full-scale accreditation visit, while the costs of resources increased significantly. In 2004-05, the budgeting model for graduate and special programs changed. The Extended University Services (EUS) budget was initiated and includes a regular percentage designated for support services, including the Library. The improvement this made to the Library’s ability to adequately support these programs can be seen in Table 5.D.1.

In the fall of 2005, the Library received a $50,000 grant from the Harry W. Morrison Foundation in Boise, designated for print and
electronic library resources. As a result, undergraduate and graduate programs received additional allocations for the purchase of print monographs.

Recently, at the request of the Vice President of Academic Affairs, the Director of Library Services prepared a proposal outlining how additional funds would be allocated should there be an increase in the Library budgets (Exhibit 5.D.3). First priority would be given to the print collection. The support of the Vice President for Academic Affairs in the area of library allocations is greatly appreciated.

**Planning and Evaluation (5.E.1-3)**

All members of the Library staff participated in various aspects of the most recent institutional strategic planning cycle. The Director of Library Services, who was Faculty Secretary at the time, served as a member of the Strategic Planning Coordinating Committee. Other librarians and staff members actively participated in focus groups and plenary sessions. The input gathered at these sessions informed the final strategic plan for the University. The most recent program review for the Library was conducted in 1998-99 (Exhibit 5.E.1).

In 2002-03, at the request of the Vice President for Academic Affairs, the Director of Library Services prepared a status report that summarized concerns raised in various reports over the past 10 years regarding the Library facility, personnel, budget, and resources, and documented what was done to address those concerns (Exhibit 5.E.2). Mr. Jay Lucker, library consultant and former director of the MIT Library, visited the campus in the spring of 2003 to assist with library space planning. His report (Exhibit 5.E.3) and the director’s status report will be invaluable as the institution makes plans for future expansion and/or construction of a new facility.

In conjunction with a campus-wide initiative, the Library assessment plan was developed in 2003-04 (Exhibit 5.E.4). This document provides the framework for ongoing assessment of library resources and services.

Each of the site visits by professional accrediting bodies for graduate programs in Social Work, Business, Counselor Education, and Teacher Education have assessed and approved the library resources and services as adequate for supporting these programs.

**Analysis and Appraisal**

The Student Satisfaction Inventory consistently confirms that the Library’s greatest strength is its staff and the service it provides to students (Exhibit 3.E.5). While many resources are now available online, the Library continues to experience healthy use of the physical collections and attract a great deal of on-site traffic from the University and even the local community.

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**Table 5.D.1 Library Budget**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Budget</td>
<td>$239,000</td>
<td>$239,000</td>
<td>$236,312</td>
<td>$254,312</td>
<td>$254,312</td>
</tr>
<tr>
<td>Library Expenditures for Graduate Programs</td>
<td>$12,378</td>
<td>$23,078</td>
<td>$18,937</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Expenditures for Nursing Program</td>
<td>$17,237</td>
<td>$10,521</td>
<td>$12,313</td>
<td>$48,913</td>
<td>$51,423</td>
</tr>
<tr>
<td>EUS Library Budget</td>
<td>$268,615</td>
<td>$272,599</td>
<td>$267,562</td>
<td>$303,225</td>
<td>$305,735</td>
</tr>
</tbody>
</table>

Note: 2003-2004 Library Budget decreased when cost of telephone removed.

2004-2005 Library Budget increased by $18,000 from Nursing pro-forma

2004-2005 EUS Library Budget implemented
high school and middle school learning
communities (See Tables 5.E.1 and 5.E.2).

Relationships with consortia and other university
libraries locally, statewide, regionally, and
nationally are strong and are maximized to
greatly extend library resources. Projects such
as the shared integrated library system with the
neighboring ACI campus expand and
complement the Library’s existing collection.
This particular project required many hours of
staff time and financial support from both
institutions. Reduction in maintenance costs
realized through this endeavor will enable the
Library to reallocate funds for materials in future
years. The experience is extremely positive and
there is strong interest on the part of both library
directors to pursue other collaborative projects
in the future.

Support staff and faculty are knowledgeable
about current technologies. New methods of
electronic delivery of library instruction and
library resources were welcomed as exciting
new opportunities to provide better service to a
wired generation of users.

Much has been accomplished in the Library
since the last 10-year accreditation visit. The
integrated library system is now in its second
generation and shared with ACI. An additional
Library faculty member was hired and staff
positions adjusted to better serve the students.
Modifications were made to the facility
including: new circulation and reference service
desks; remodeled modular office space for all
staff; new computer work stations in the
Electronic Reference Center; wireless capability
throughout the building; improved seating for
students; and a new microform reader/scanner
for public use. The addition of Ariel software
and hardware for interlibrary loan delivery
resulted in articles being delivered to the end
user in a timelier manner while at the same time
reducing postage, fax, and paper costs, as well as
staff time. New electronic resources were added
to the collection and are available both locally
and remotely. The collections were rearranged
providing easier access to users. The curriculum
collection was added to the catalog and the use
increased significantly because of this access
point. In addition, shelving was added to relieve
some of the congestion.

The 1996 NWCCU report recommended that the
institution “... assign a high priority to the
correction of chronic and serious deficiencies in
the Library facility by a major expansion and
renovation of the Riley Library or by replacing it
with a new building” (p. 11). In response to this
deficit the Library Director reported the
following progress in the Five Year Interim
Report published in 2001:

“In the past five years, the Library staff
has completed many projects in order to
optimize the current facility. The
installation of compact shelving on the
lower level in the summer and fall of
1996 was the first phase. In the summer
of 1997, the materials on all three levels
were rearranged and this has produced
an environment that is efficient for staff
and users and at the same time attractive
and welcoming. Shelf space in the
present facility has been maximized” (p.
10, 2001 Five Year Interim Report as
Exhibit 5.E.6).

Since this interim report, additional shelving was
added to accommodate materials to support new
programs, further increasing shelving from
11,177 to 12,038 linear feet. The result is that
the current collection of 180,000 volumes is
being housed in a facility designed to hold
100,000. The existing library building has
reached its maximum capacity for both materials
and users. This growing concern over the years
culminated in its being identified with a Science
building and the Student Center as one of three
highest priority institutional construction
projects. The needs assessment completed by
Mr. Lucker recommends that the University
consider a new or remodeled facility with at

<table>
<thead>
<tr>
<th>Year</th>
<th>Circulation Data</th>
<th>In-house Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check Outs</td>
<td>Other</td>
</tr>
<tr>
<td>2001-2002</td>
<td>18,153</td>
<td>NA</td>
</tr>
<tr>
<td>2002-2003</td>
<td>17,131</td>
<td>16,545</td>
</tr>
<tr>
<td>2003-2004</td>
<td>17,717</td>
<td>12,552</td>
</tr>
<tr>
<td>2004-2005</td>
<td>16,948</td>
<td>14,330</td>
</tr>
<tr>
<td>2005-2006</td>
<td>14,261</td>
<td>15,694</td>
</tr>
</tbody>
</table>

Table 5.E.1  Circulation Data
least 51,210 square feet, which might also include the Information Technology and Media Technology Departments, as well as the Academic Support Center.

Another concern is the Library’s ability to meet the increasing needs and expectations of students, faculty, and administrators for resources and services because of static funding and limited space. Careful budgeting by the Director of Library Services and the implementation of the Extended University Services budget helped to dramatically increase the number of databases, services, and e-books held since the last accreditation report. However, expenditures in these areas resulted in an erosion of funds for the print collection. Without consistent increases in the budget, the Library will need to continue to make drastic reductions in subscriptions, formats, and scope of the collection and seriously weigh the issue of ownership versus access.

In order for the Library to continue to meet its commitment to the institution’s academic mission and fulfill the implications of the strategic plan, it needs adequate space for resources and student study, and budget that reflects the rising cost of acquisitions.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-03</td>
<td>2,442</td>
<td>Jul-03</td>
<td>2,065</td>
<td>Jul-06</td>
<td>1,689</td>
</tr>
<tr>
<td>Aug-03</td>
<td>2,753</td>
<td>Aug-03</td>
<td>3,222</td>
<td>Aug-06</td>
<td>3,963</td>
</tr>
<tr>
<td>Sep-03</td>
<td>7,191</td>
<td>Sep-03</td>
<td>7,753</td>
<td>Sep-05</td>
<td>8,400</td>
</tr>
<tr>
<td>Oct-03</td>
<td>7,914</td>
<td>Oct-03</td>
<td>8,069</td>
<td>Oct-05</td>
<td>7,191</td>
</tr>
<tr>
<td>Nov-03</td>
<td>7,393</td>
<td>Nov-03</td>
<td>7,844</td>
<td>Nov-05</td>
<td>7,161</td>
</tr>
<tr>
<td>Dec-03</td>
<td>5,372</td>
<td>Dec-03</td>
<td>4,101</td>
<td>Dec-05</td>
<td>3,948</td>
</tr>
<tr>
<td>Jan-04</td>
<td>3,925</td>
<td>Jan-04</td>
<td>4,640</td>
<td>Jan-06</td>
<td>4,112</td>
</tr>
<tr>
<td>Feb-04</td>
<td>6,551</td>
<td>Feb-04</td>
<td>6,470</td>
<td>Feb-06</td>
<td>5,655</td>
</tr>
<tr>
<td>Mar-04</td>
<td>6,950</td>
<td>Mar-04</td>
<td>7,331</td>
<td>Mar-06</td>
<td>6,158</td>
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<tr>
<td>Apr-04</td>
<td>7,791</td>
<td>Apr-04</td>
<td>8,289</td>
<td>Apr-06</td>
<td>7,045</td>
</tr>
<tr>
<td>May-04</td>
<td>3,859</td>
<td>May-04</td>
<td>5,205</td>
<td>May-06</td>
<td>5,217</td>
</tr>
<tr>
<td>Jun-04</td>
<td>2,212</td>
<td>Jun-04</td>
<td></td>
<td>Jun-06</td>
<td>2,459</td>
</tr>
<tr>
<td>Total</td>
<td>62,139</td>
<td>Total</td>
<td>67,201</td>
<td>Total</td>
<td>62,998</td>
</tr>
<tr>
<td>2003-04 Monthly Average</td>
<td>5,918</td>
<td>Monthly Average</td>
<td>5,600</td>
<td>Monthly Average</td>
<td>5,250</td>
</tr>
</tbody>
</table>

Table 5.E.2 Library Monthly Gate-Count Data

2003-04 monthly average based on 10.5 months
Part II – Information Technology

During the summer of 2006, in conjunction with the dissolution of the School of Academic Resources, the Media Services and Information Services Departments merged into one combined service department renamed Information Technology. As a department within Information Technology, Media Services was renamed Media Technology to help clarify its function on campus.

Mission
The mission of the Information Technology (IT) Department is to provide the University with an integrated, broadly accessible information technology infrastructure so as to make information available to people who need it, when they need it, and where they need it.

The objectives of Network Infrastructure Services are to:
- Conduct ongoing research and evaluate current and future information and network technologies for possible implementation to meet critical individual, program, and/or institutional computing needs
- Implement and maintain appropriate hardware/software systems that facilitate individual and organizational effectiveness
- Provide NNU students, faculty, and staff access to information resources and appropriate technology necessary to fulfill their roles

The objectives of Administrative Computing Services are to:
- Provide NNU students, faculty, and staff with timely and appropriate access to institutional data
- Protect and secure institutional data
- Ensure institutional data integrity and reliability
- Increase the usability of institutional data by end users by providing instruction in the use and application of institutional data

The objectives of the Technical Response Center are to:
- Provide computer assistance to all employees and students
- Provide telephone assistance to all employees and students
- Provide self-service support tools through a dynamic web interface
- Provide full-service support by phone and email contact

The objectives of E-learning Services are to:
- Conduct ongoing research and evaluate current and future e-learning technologies
- Provide regular faculty instruction/consultation in the appropriate use and application of information technologies for academic purposes
- Provide information technology training opportunities for students
- Provide adequate and timely computing/technical support for students and faculty

The objectives of Media Technology are to:
- Deliver multimedia resources and audio/visual equipment support for University courses and events
- Provide access to media materials, facilities, equipment, and expert assistance to all members of the University community who wish to view, listen to, produce, or present educational media in a wide range of formats
- Provide training and support for using multimedia tools and instructional technology in teaching and learning
- Foster and enhance learning environments that keep pace with changing media technologies

The objectives of Print Services are to:
- Provide high volume copy, offset duplicating, and copy center services for administrative campus functions
• Maintain copy machines in various departments and locations across the campus for faculty, staff, and student use.

The objectives of Telecommunication Services are to:
• Maintain a functional, reliable voice network system
• Provide communication tools for safety and productivity
• Provide user-friendly technological tools for users to communicate efficiently/effectively with one another and those outside the institution

The objectives of Web Services are to:
• Establish and maintain an effective web-presence for the University
• Provide resources to integrate services of the University in a user-friendly web interface

PURPOSE AND SCOPE (5.A.1-3)
The IT Department provides the necessary resources and services to support intellectual, cultural, and technical development of students and to support the teaching efforts of the faculty. The department also supports the record-keeping, financial tracking, business practices, and student databases required to advance the goals of the institution.

In support of the learning environment, the IT Department provides access to computers for students across campus. The IT Department currently provides the campus with 45 megabytes per second to the Internet.

The Media Technology Department has over 3,200 videotapes and DVD’s available for instructional use by faculty members and students. The collection is fully searchable via the NNU library catalog and a comprehensive title list is also available in hard copy in Media Technology.

INFORMATION RESOURCES AND SERVICES (5.B.1-5)
Over the past 10 years, managed campus computers have increased regularly to now include 530 PC’s on campus. There is now one primary PC lab and four additional classroom labs, one Library lab, one MAC lab, five small departmental labs, and two small residence hall labs. There are also 10 computer kiosks located in various buildings on campus. A network port is available for each student in every residence hall room. The IT Department purchased a Storage Area Network (SAN), and added advanced technological capabilities with cluster servers, virtual servers, and backup power supplies. Server and network uptime has increased dramatically over the past several years. Only four times in the past 30 months has the network experienced sudden and unplanned down time. Regularly scheduled network maintenance is performed seven Sundays per year from 6:00 a.m. to 3:00 p.m.

All full-time personnel have offices that are fully equipped with computers that have Internet, email, and campus network access, as well as telephones that utilize a state-of-the-art voice mail system. They have additional allocated computer storage space on a network drive with security protection and automatic backup. A computer purchasing policy (Exhibit 5.B.9) is now in place for rotating and recycling office, computer lab, and teaching station computers.

Each building on campus is connected through fiber optic 1 Gb/s and 100 Mb/s connections. Internally, the majority of network ports are still 10 Mb/s. All switches that were purchased are 100 Mb/s. In addition, the IT Department has tried to install CAT5e and CAT6 wiring since 2001. At least two dozen offices across campus are limited in their bandwidth by CAT3 wiring.

Each building and common outdoor area of campus is covered by the University’s Local Area Wireless Network (LAWN). Some buildings have stronger coverage than others, and this is based on noted traffic patterns. The Lawn allows access to the Internet and Intranet-based resources. The IT Department provides access to this service free of charge for
all students in an unencrypted format. Encrypted access by all employees is required and may be used by students for a small charge.

All of the campus classrooms are equipped with an overhead projector and screen and have the ability to play videotapes and DVD’s. Nearly all of the classrooms are also equipped with a data projector and computer teaching station that offers instructors and students the ability to access the Internet and network drives and project computer images. Approximately half of the classrooms are also equipped with SMART Boards that allow instructors and students to interact electronically with projected data images. A complete list of installed classroom technology is provided in Exhibit 5.B.10.

The Media Technology Department has a wide selection of portable multimedia equipment available for classroom use or for rent at reasonable rates for non-instructional and personal use. Faculty members may request portable multimedia equipment that is not normally available in their classroom that is needed to deliver instruction. Media Technology personnel deliver, set up, and pick up portable equipment as requested by members of the campus community.

The Media Technology Department maintains 33 copy machines in various departments across the campus for faculty and staff use. The academic copy machines include 28 black and white copy machines and 5 dual color/black and white machines. Nearly all of these copy machines provide full copy machine functionality including network printing, scan to file, and scan to email, and allow authorized individuals to charge copies and prints to departmental budgets. Two copy machines in the Library and one in the Student Center have swipe card and coin-op functionality for student use.

Located in the basement of the Emerson Administration Building, the campus Print Shop provides high volume copy and offset duplicating services for administrative campus functions. The Print Shop offers a variety of copy center services, meeting the needs of departments and students on campus.

New Student Orientation sessions including appropriate access and use of campus technology are provided for all undergraduate, graduate, and online students upon their enrollment in the University. All incoming freshmen and new students are provided with hands-on computer sessions during orientation week prior to fall semester. An abbreviated version of this training is also provided at the beginning of spring semester.

In response to feedback received from the Campus IT Audit in April 2004 (Exhibit 5.B.11), the former Help Desk that was previously split into two separate areas to help either personnel or students was combined. The Technical Response Center (TRC) is a “one-stop” technology assistance center for all users on campus. The TRC is open Monday thru Friday, 7:30 a.m. to 9:00 p.m. On Saturday, the TRC is open from 9:00 a.m. to 9:00 p.m. During peak times of the year, i.e., during fall registration and orientation week, the TRC maintains hours from 7:30 a.m. to 11:00 p.m. to assist students and staff.

During the 2003-04 school year, the IT Department logged over 300 hours in workshops and hands-on training sessions with various faculty, employee, and student groups. In the 2004-05 school year, the IT Department was restructured, resulting in a drastic cut in available personnel to provide these hands-on training sessions; however, the Department logged over 425 hours of workshop training, one-on-one training, and hands-on training, nearly half of which (over 200 hours) was Blackboard training for professors and students.

Policies, regulations, and procedures for systematic development and management of information resources are documented, updated, and made available. In 2005, the Technical Advisory Group (TAG) was organized with a twofold purpose: to act in an advisory capacity to the President’s Cabinet for technology-related expenses and initiatives that impact the entire campus; and to guide the IT Department to...
prioritize the workload to support the strategic initiatives of the University. The TAG functions at an administrative level and actively participates in the planning and development of information resources and services. This group meets monthly to prioritize the needs of the technology requests and review any budgetary requests that need to be brought to the attention of the President’s Cabinet. The TAG is composed of the VPAA, VPESM, VPFA, Executive Director of Extended University Services, and the Executive and Associate Directors of Information Technology.

During 2005-06, the University’s web site, www.nnu.edu, was completely reprogrammed and redesigned with a new user interface. The new web site provides relevant information for prospective students, the campus community, the external community, alumni, and Athletics. Prior to and during this transition to the new web site, several departmental web pages have been outsourced to professional hosting and production companies who work with the IT Department to maintain and develop the needed links between web pages. For the end user, the transition to the new web site and interfacing with professional-hosted web pages was seamless.

FACILITIES AND ACCESS (5.C.1-2)
Student computer labs and kiosks are spread throughout the campus to accommodate the academic and personal needs of the campus community. There are 275 student computers available on campus. The main student computer lab is located in the Wiley Learning Center, the primary classroom building on campus. There is also a small student lab in the Riley Library, and two student labs in residence halls. Four computer classrooms located in the Helstrom Business Center, Wiley Learning Center, and the Science Building double as computer labs when classes are not scheduled in them. In addition, there are computer kiosk machines with Internet access in major buildings across campus and in the residence halls that don’t have computer labs.

The IT Department supports 285 office computers for use by faculty, staff, administrative personnel, and student employees. Campus-wide high-speed Internet access is available in all classrooms, offices, and residence halls. Telephones and network hook-ups are available in every dorm room and office on campus.

The IT Department has specifically addressed the need to resource graduate and non-traditional programs as well. All degree-seeking students are provided with a Novell network login, an email account, a “Computing at NNU” orientation workshop for all cohorts, access to Blackboard (distance learning), evening staffing to help with technical difficulties during evening classes, online technical support, and email distribution specific to graduate students.

NNU has a strong collaborative relationship with the other Nazarene institutions of higher education. Members of the IT Department participate annually in the Nazarene Information Technology Summit, during which participants share ideas and technology tips to advance the goals and outcomes of each institution. NNU has collaboration agreements with Nazarene sister institutions that have enabled the University to form a consortium to research and obtain technology products and resources. Specific products include but are not limited to Jenzabar/CARS-CX (administrative software and consultation), R-Smart e-portfolio projects, information security consultation, and web portal technology. The institution continues to seek new ways to further the development of technological tools to advance learning opportunities for NNU students worldwide.

PERSONNEL AND MANAGEMENT (5.D.1-6)
Excluding the Executive Director and Associate Director, the number of employees in the Department has grown in recent years to now include 16 FTE administrative personnel and staff. These employees were reorganized to serve in six teams in order to increase the department’s responsiveness to campus needs, and so that the roles of each employee may be more clearly defined (See the Information Technology Organizational Chart in Appendix 5.3). The following is a breakdown of each
team and the number of employees within that team: Network Infrastructure (2), E-learning Services (1.5), Technical Response Center (2.5), Administrative Systems (4), Web Services (1.5), and Media Technology and Print Shop (2.5). In addition, the IT Department has a .75 time Office Manager and the Media Technology Department has a full-time Office Manager to help provide administrative support. The IT Department also employs a number of talented students who staff the Technical Response Center, Media Technology Department, Print Shop, and work with the Network Infrastructure team and Administrative Computing team. On-the-job training for student employees includes technical skills, customer service skills, and communication skills.

The Executive Director of IT reports to the VPAA and has direct oversight of the TRC, Campus Network, Academic Computing, Administrative Computing, Web Services, and Online Learning. The Associate Director position represents a .67 FTE load, with the remaining .33 FTE load assigned to teaching technology courses for the Education Department. The Associate Director reports to the Executive Director and has budgetary and personnel management responsibility for the IT Department and also has direct oversight of the Media Technology Department and Print Services. The middle managers provide oversight for their areas of responsibility and report to the appropriate supervisor.

Information Technology personnel include qualified professional and technical support staff with required specific competencies, whose responsibilities are defined in Appendix 5.4. Vitae for the Information Technology faculty and middle managers are provided in Exhibit 5.D.4.

The IT Department does not currently have a systematic plan or an approved budget for IT staff training and professional development. During the years that the IT Department was in the School of Academic Resources, the school dean provided the academic resources faculty with $600-$800 annually for professional conferences and collaboration with other schools.

IT Department personnel actively seek out training conferences and technology schools that they believe will improve their ability to support the institution goals and outcomes. They also participate in web seminars, teleconferences, and video teleconferences designed by vendors and educational partners to assist them in understanding the most efficient uses of current resources and to educate them in new products and resources that may enable them to support the institution more completely. During the 2003-04 academic year, the IT Department logged over 300 hours in personal training via the above resources, and during the 2004-05 school year, the IT Department logged over 350 hours in personal training via these resources.

IT Department faculty members are eligible for sabbaticals as described in the Faculty Handbook; however, neither faculty member has ever applied for a sabbatical.

Curriculum development in the undergraduate programs is conducted at the school level, and as a result, the IT Department is not generally consulted when changes are made to the curriculum. For the most part, involvement with curriculum development is not necessary; however, as more programs begin to provide electronic learning resources, this will impact the IT Department and collaboration in these efforts will be necessary.

In March 2003, a Campus Software Policy (Exhibit 5.D.5) was adopted in order to give direction to the processes and costs involved in implementing software on the computer network, particularly for departments. The policy describes the difference between software that is available to all students as opposed to software that is used by five departments or less. The IT Department is also available to consult with departments on electronic resources that are available to support their curricula.

The significant increase in the graduate program offerings and particularly online programs in recent years has placed high demands on the IT Department. Each new graduate program has an
added impact on many aspects of information technology.

The external campus technology audit in April 2004 indicated that the institution did not view many of the technology needs to be institutional needs. Some of the mission-critical applications on campus were being funded by collections from several departments. In addition, the audit noted that the University does not have a comprehensive plan for funding the replacement of infrastructure equipment. During recent months, the TAG has taken this into consideration. Currently, the budget is approximately $175,000 short of funding a conservative annual replacement cycle of the most critical technology equipment. The annual IT budget allocations and expenditures for the past five years are provided in Exhibit 5.D.6.

The Instructional Technologist for E-Learning was specifically hired to support the faculty in areas of online learning and instruction with Blackboard; however, she often expands her scope to train campus personnel in other areas of technology, as have the Executive Director and Associate Director of IT.

**PLANNING AND EVALUATION (5.E.1-3)**

The planning process for the IT Department has traditionally been quite informal. Recently, however, the TAG was formed to align the strategic initiatives of the IT Department with the initiatives of the University. The IT Department also listens carefully to user needs. Formally, this is done through the Instructional Resource Council (IRC) and the CX Steering Committee. The IRC plans for the technology needs of the academic community. The CX Steering Committee, made up of key users of the Jenzabar CX administrative software system, plans for the technology needs within the administrative offices. This CX Steering Committee is designed to help facilitate inter-office communication and use of the administrative software system.

**Network Infrastructure Services**

The IT Department conducts ongoing research and evaluates current and future information and network technologies for possible implementation to meet critical individual, program, and/or institutional computing needs. The department implements and maintains appropriate hardware and software systems that facilitate individual and organizational effectiveness, and in so doing, provides NNU students, faculty, and staff access to information resources and appropriate technology necessary to fulfill their roles.

**Administrative Computing Services**

It is the goal of the Administrative Computing Services team to provide NNU students, faculty, and staff with timely and appropriate access to institutional data, to protect and secure institutional data, to ensure institutional data integrity and reliability, and to increase the usability of institutional data by end users by providing instruction in the use and application of institutional data. All planning and evaluation activities are done with this goal in mind.

**Technical Response Center**

Members of the TRC provide technical support to members of the NNU community through a dynamic web site, email support, and phone support. Each support issue is logged in an online support system that automatically sends an email survey to every fourth instance of support. These responses are read carefully and evaluated by the TRC staff. They are also regularly monitored by the Executive Director of IT.

**E-learning Services**

Personnel from E-learning Services focus their support on the learning and technical needs of the online learning environment. They provide one-on-one consultation to faculty members as well as group instruction in the areas of pedagogy and practical use of the technology. These services are evaluated through surveys of workshop participants. Also, all faculty members are periodically asked for input on what they desire to learn.

**Media Technology**

The Media Technology Department supports the educational media and instructional technology needs of the campus related to teaching and
learning. Ongoing planning and evaluation efforts regularly guide decisions made regarding the resources and services provided by the department.

**Print Services**
The most evident method of evaluating the effectiveness of Print Services is by evaluating the cost savings to the University in printing and in time by employees who are in need of printing. Periodic reviews and analyses of copy and print costs indicate that Print Services brings financial savings to the University.

**Telecommunication Services**
Evaluation of these services is informal and based on the number of requests and needs in the area of telecommunications. The IT Department listened to the needs of the campus community and researched phone system options from 2002 through 2005. In the spring of 2006, the department facilitated the installation of a new state-of-the-art phone system meets many of the needs of the University.

**Web Services**
Web Services works to design and maintain an effective, modern web site that can easily be kept current and user-friendly. The department provides a mechanism for offices to enter and manage the content for their respective areas of the web, while Web Services keeps the look and feel of the web consistent to the mission of the institution. Evaluation of these services began in the fall of 2005 with the implementation of a new system. The staff evaluated their efforts to accomplish a complete rebuild of a new website in six months. Continuing evaluation comes from comments from users as well as the number of unique visits to various portions of the web.

In April 2004, the institution invited several IT Directors from peer institutions to conduct an external technology audit of Information Services. The audit was conducted by Steve Doenges from Mount Vernon Nazarene University and Gary Holeman from LaTourneau University. This audit proved to be extremely valuable and resulted in numerous improvements within the IT Department as further explained in the Analysis and Appraisal section that follows.

As departments in the School of Academic Resources, the Media Services and Information Services Departments participated in the institutional program review process. The most recent program review for Media Services was conducted in 2001 (Exhibit 5.E.7). The most recent program review for Information Services was conducted in 2005 (Exhibit 5.E.8). These reviews provided invaluable information and impetus for restructuring, remodeling, and new goal-setting for the departments. Now as one combined department reporting directly to the VPAA, the IT Department will continue to be reviewed internally on a regularly-scheduled basis.

In conjunction with a campus-wide initiative, Media Services and Information Services assessment plans were developed in 2003-04 (Exhibit 5.E.9). These documents provide the framework for helping to evaluate the effectiveness of the resources and services offered by these departments.

**Analysis and Appraisal**
The primary strength of the IT Department is in its personnel. The Executive and Associate Directors of IT have a strong understanding of education and pedagogy, are well accepted by the campus community, promote good customer service, and understand and are committed to the mission of NNU. The Administrative Computing team is made up of people who have strong systems analysis skills and a long history in programming and systems thinking. The Network Infrastructure team is led by a very well-trained person in networking and Novell management. The Technical Response team members are doing a good job improving their service and people skills. Two of the members of that team are A+ certified. The Media Technology team is made up of dedicated, service-oriented individuals with extensive experience in their areas of expertise.

As a whole, the IT Department can be characterized as “extremely efficient.” The campus technology audit pointed out that the
University is within the median range of dollars spent per student for Master’s S institutions surveyed; however, this is somewhat misleading since NNU was the smallest university included in the survey. As a result, the IT Department must support the same level of services required by all Master’s S institutions with less funding available. In order to accomplish this, finances are used as efficiently as possible, and in most cases it can be said that, “A lot was accomplished with a little.”

Improvements made by the IT Department during the last few years are numerous. Areas of major improvement include the following:

- Online services for teaching, customer service, and administration were implemented
- Administrative systems were developed and expanded
- Classroom technology was installed in nearly all campus classrooms
- Network stability is now the norm on campus and disruptions are few
- Customer service and support improved greatly with the implementation of the TRC
- Collaboration efforts with other institutions are very fruitful

In 2005, Intel named NNU as one of the most wireless university campuses. As one of the top 50 colleges, NNU was named the 42nd “Most Unwired College Campus” in the U.S. NNU was the only university in Idaho and one of only seven schools west of the Mississippi named to the list. Other schools named in the top 50 included Ball State University, Purdue University, and West Point, United States Military Academy.

In December 1999, the University purchased the Jenzabar CX administrative software system. This system is now utilized by nearly every department on campus and significantly improved business process on campus.

Academic record information and financial aid information are now accessed primarily through secure web access. Course information covering the spectrum from supplemental course information to the entire course content is being delivered through Course Management Software on the web. Access to additional network drives allowed for expansion of file storage and usage. Email, faculty reports, budget reports, and online registration forms are available online where it is appropriate. Additional online registration and application forms are in development. The NNU web site provides over 3,000 pages of information.

Many of the improvements that are planned for the near future involve services delivered through a web interface. The IT Department is currently working on the implementation of a content management system that will help to facilitate the University’s public web site. The IT Department is also beginning the process of installing a portal that will support all of the institution’s constituents. The portal will be available first to current students and University employees, then to alumni and prospective students, in that order. Document imaging is also being prepared for introduction to the campus community. Once it is fully implemented, it will enhance the University’s business process and use of storage on campus.

The department employs a number of students. The desire is to provide these students with technical, customer service, and communication skills to enable them to enter the workforce with additional skills not acquired by the general student. Each year, the IT Department is proud of the number of students that graduate and find positions for which their work experiences at NNU have prepared them.

Over the past five years, there has been a concerted effort to consolidate the IT Department in the Emerson Administration Building. Prior to this, department personnel offices were spread across campus in various locations, severely limiting communication and coordination of efforts. With the exception of Media Technology, this has now been accomplished; however, the office areas are quite crowded.
The external technology audit conducted in April 2004 was instrumental in guiding the University to strengthen the IT Department. As a result of the audit, User Support Services was reconfigured into the TRC to respond more quickly and efficiently to the needs of the user community. Recommendations from the auditors encouraged reorganization to improve customer service and efficiency and led to the recent merge with Media Services. In addition, the Executive and Associate Directors of IT are working more closely with members of the President’s Cabinet to create understanding of the relationship of information technology to the strategic initiatives of the campus. The audit also recommended to the President’s Cabinet that the IT Department should control the expectations related to technology on the campus. The University needed to either reduce the expectations of the Information Services Department or increase the staffing level. From that audit, the institution made the recommended reorganization of personnel. For a short while, expectations were moderately reduced; however, they have begun to rise again.
LIBRARY AND INFORMATION RESOURCES

Standard 5 – Appendices, Exhibits, and Tables

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STANDARD SIX

GOVERNANCE AND ADMINISTRATION
STANDARD SIX

GOVERNANCE AND ADMINISTRATION

GOVERNANCE SYSTEM (6.A.1-4)
Northwest Nazarene University is one of eight colleges and universities of the Church of the Nazarene in the United States. In this regard, it operates within the framework of the actions of a quadrennial General Assembly of the Church of the Nazarene, including the assignment of its geographical region and its affiliation with other Nazarene colleges and universities through the U.S./Canada Council of Education.

The Articles of Incorporation of the University (Exhibit 6.A.1) have been approved by a majority vote of two-thirds of the District Assemblies of the Church of the Nazarene in the Northwest Region USA. Any revision of the articles must also be ratified in the same manner. Any distribution of assets, if necessary upon dissolution of the corporation, rests with the governing board and must be distributed for purposes consistent within the meaning of section 501 (c) (3) of the Internal Revenue Code (1986) and be related to the Church of the Nazarene, should the Church of the Nazarene continue in existence.

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

The domains of governance are well stated in the various policy documents including the Articles of Incorporation, Bylaws of the University (Exhibit 6.A.2), Trustee Policy Manual (Exhibit 6.A.3), Faculty Policy Manual (Exhibit 6.A.4), Staff Policy Manual (Exhibit 6.A.5), and Administrative Personnel Manual (Exhibit 6.A.6). The domains of trustee governance, management responsibility, and faculty prerogative are clearly explained and honored. As can be expected, there are many issues that do not fit comfortably within a single domain and, as a result, the exercise of shared governance is recognized and practiced.

This sharing of responsibility for governance happens between the governing board and faculty—facilitated by the President or his designee—and on campus between the policy councils representing faculty, staff, and administrative personnel. Recent examples of shared governance include the joint task of faculty and trustees on faculty contracts, trustee consultation with each campus policy group on compensation, and the cross-campus committee on health care benefits.

The Bylaws of the University provide non-voting privileges in trustee plenary meetings to persons other than trustees. Specifically, the trustees have for many years designated the Faculty Chair, Vice Chair, and two/three additional faculty members as elected by the faculty to serve as participants with the trustees in both plenary and committee meetings of the board. This privilege is also extended to the President of the Student Government Association (SGA), the Chair of the NNU Foundation Board of Directors, and the President of the regional Nazarene Youth International organization.

In addition to the faculty’s service on faculty councils and committees, individual faculty members serve on a number of administrative councils and committees at the request of the President. These are annual appointments and include such functions as athletics compliance, grievances, honorary degrees, University spiritual life, academic ceremonies, student
GOVERNANCE AND ADMINISTRATION

academic progress, admissions and recruitment, communications, marketing, affirmative action, chemical hygiene, institutional animal care and use, safety, community life, counseling, entertainment evaluation, and student life policy and discipline.

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

Participation in executive decision-making and institutional policy development is assured through the policy council structure of the University and via direct participation by faculty representatives in the meetings of the Board of Trustees. Each campus policy council has one or more of the vice presidents as ex-officio or resource persons. In addition to the formal structure, the faculty sponsors forums to address key issues outside of a “business” meeting agenda. The President and the vice presidents are often in attendance at these forums.

The President, or his designee, convenes briefing sessions on matters that have the potential to affect faculty, staff, or administrative personnel. It has become routine for the President to conduct pre- and post-trustee informational meetings. In the former, he outlines the agenda for the trustee meeting, the critical issues, and his recommendations. In the latter, he joins the faculty representatives in reporting the actions of the trustees to the whole campus community, or in some cases, just to the faculty.

The President meets with the SGA President on a frequent basis and, informally, with the officers and appointees of the Student Government Association. Input from students is valued as a natural part of the executive decision-making process.

The University frequently makes strategic use of ad hoc committees and task forces to solicit input from various campus constituencies. Recent examples include consultations on compensation policies, health care benefits, and continued use of the term “Crusader” as associated with athletics, the student newspaper, and music groups.

Frequently, portions of the trustees’ schedule during their semi-annual meetings are devoted to meeting with various members of the campus around special interest topics to receive feedback and solicit input to help them make informed decisions.

NNU does not participate in a multi-governance system. It does participate in inter-institutional arrangements, but none that impinge on the role in governance by the Board of Trustees.

Analysis and Appraisal

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

The use of ad hoc committees and task forces to address issues that cross domains provides useful tools for many constituencies to participate in sharing governance responsibility. In recent years, the University has used these committees and task forces effectively to explore areas of concern and possibility within the campus community.

The Vice President for Financial Affairs has taken a number of steps toward a more open, consultative financial process. He worked with a representative group of University personnel in choosing the annual benefits package, worked consultatively with faculty in the development of the Early Retirement Option (Exhibit 6.A.7).
made available to faculty two years ago, and is working with faculty on the development of the salary scales and process to be used in the implementation of faculty rank and tenure in the fall of 2008. In addition, at the beginning of the 2005-06 school year, he instituted a weekly budget report to school deans and other key sector leaders. The ability of the Vice President for Financial Affairs to articulate the components of the budget and report performance has engendered trust within the campus community.

The transformation of the institution to comprehensive university status required administrative leadership that in some instances was perceived to be at the expense of faculty prerogative. Resistance to institutional change needed to be managed within the context of new expectations for the future. It appears that the inevitable tension between the dynamics of status quo and institutional transformation has been handled as well as possible.

The range of faculty opinion about key policy issues, such as rank and tenure, sometimes makes it challenging to characterize faculty hopes. In those cases, the President consults with key faculty members—of ten the leadership of the Faculty Policy Council—and makes a recommendation to the Board of Trustees in what he judges to be in the best interests of the University. This understandable difficulty of the faculty to arrive at consensus can result in division among faculty members and sometimes requires the University President to make the ultimate decision in tough situations.

The University governance system is well-structured to provide student input into key faculty and administrative councils and committees. When that input is exercised well, the result is valuable. Sometimes, particularly on faculty councils, student participation is muted by the transient nature of the student voice and the more permanent residency of the faculty.

GOVERNING BOARD (6.B.1-9)
By provisions of the Articles of Incorporation, the membership of the Board of Trustees is set at a maximum of 40 persons, including the President of the University and the Alumni Representative (see Appendix 6.1 for a complete list of members). All trustees except the Alumni Representative are required to live in the Northwest Region USA of the Church of the Nazarene and must be members of the Church of the Nazarene. The board meets in regular session twice each academic year—in the fall and spring. The Bylaws allow for the call of special meetings with appropriate notice and stated purpose.

Each trustee is elected by his or her respective District Assembly for a three-year term, except in the case of the District administrator who serves by virtue of office. Each District’s number of trustees is based on its church membership as a percentage of the entire membership in all seven Districts. There are no term limits and the rotation among terms is a matter for each District to determine. Neither the University President nor the Board of Trustees participates in the nomination or election of trustees.

Given the large size of the board, the trustees have established a smaller Executive Committee that acts on behalf of the University when the trustees are not in session. The Executive Committee is elected by the full board at the fall meeting and is comprised of eight voting members and the President of the University (Table 6.B.1). The committee meets on call of the chair, usually at the request of the President. The meetings are at sites selected by the committee or by conference call.

The Executive Committee serves as the personnel committee for the University—both for policy and personnel actions. In this role, the committee entertains recommendations and reports from the President and, in the cases of executive officers and multi-year faculty contracts, recommends action to the full board. The Executive Committee’s authority to act on behalf of the full board does not extend to the following matters unless expressly delegated: presidential selection and termination; changes in institutional mission and purposes; changes to the Articles of Incorporation and/or Bylaws;
incurring of indebtedness; sale of University real property; adoption of the annual budget; conferral of degrees; and other matters expressly reserved for the Board of Trustees.

The board’s role and responsibilities are spelled out in three documents: the Articles of Incorporation, Bylaws of the University, and the Trustee Policy Manual. The latter document (amended in 2002) describes in detail the tasks of the board. The decisions of the Board of Trustees are final and not subject to review by University personnel, the constituency, or another policy body. No member of the board, nor any committee, acts on behalf of the full board except as expressly authorized by formal action.

The Board of Trustees meets semi-annually and performs its tasks in both plenary and committee sessions. The committee structure of the board has both standing committees and special purpose committees. The standing committee structure parallels the administrative structure of five vice presidents: (1) Academic Affairs; (2) Enrollment Services and Marketing; (3) Financial Affairs; (4) Student Development; and (5) University Advancement.

Trustees indicate preference for committee assignment to the Board Chair who, in turn, recommends appointments to the full board for action. Each committee has eight trustee members.

In addition to the standing committees, there are five special purpose committees that meet preceding the full board meetings. These committees include: (1) Audit; (2) Board Development; (3) Facilities; (4) Honorary Degree; and (5) Nominating Committee for Board Officers. The specific tasks for each committee are identified in a document approved in November 2002 (Exhibit 6.B.1).

The Board of Trustees approves all University requests for substantive change prior to any presentation to the NWCCU. Internally, the Academic Affairs Committee considers the President’s recommendation for a substantive change. After due consideration, the Academic Affairs Committee proposes a resolution to the full board that, alone, has the power to act.

The Board of Trustees has a demonstrated history of commitment to board assessment, professional development, and performance of tasks. The University maintains membership in the Association of Governing Boards (AGB) and provides each trustee with AGB publications. The board has sponsored an orientation session for new members for many years, including the assignment of veteran mentors for each new member. The orientation session includes review of all policy and planning documents, use of AGB materials on trusteeship, and orientation to each administrative sector by the responsible vice president.

In 1998-99, the board contracted with the AGB for a board effectiveness workshop. Under the guidance of Tom Longin, AGB Vice President for Programs and Research, the board completed the AGB “Self-Study Criteria for Governing Boards of Independent Colleges and Universities” and participated in a workshop in which the survey findings were handled in an “issues” format. In brief, the trustees expressed interest in more “workshop” or “retreat” components in their regular meetings, assistance in identifying the policy elements of their work, and more effective committee work with the standing committees.

<table>
<thead>
<tr>
<th>Person</th>
<th>Occupation</th>
<th>Home Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randall Craker (Chair)</td>
<td>Church administrator</td>
<td>Spokane, WA</td>
</tr>
<tr>
<td>Steve Borger, (Secretary)</td>
<td>Church administrator</td>
<td>Nampa, ID</td>
</tr>
<tr>
<td>Minnie Richards</td>
<td>School administrator (retired)</td>
<td>Portland, OR</td>
</tr>
<tr>
<td>David Rodes</td>
<td>Minister</td>
<td>Puyallup, WA</td>
</tr>
<tr>
<td>David Slonaker</td>
<td>Finance officer</td>
<td>Eagle, ID</td>
</tr>
<tr>
<td>Bob Walker</td>
<td>Business owner</td>
<td>Ft. Collins, CO</td>
</tr>
<tr>
<td>Steve Walden</td>
<td>Banker (retired)</td>
<td>Oak Harbor, WA</td>
</tr>
<tr>
<td>Richard Hagood</td>
<td>President (ex-officio)</td>
<td>Nampa, ID</td>
</tr>
</tbody>
</table>

Table 6.B.1 2006 Executive Committee of the Board of Trustees

In 1998-99, the board contracted with the AGB for a board effectiveness workshop. Under the guidance of Tom Longin, AGB Vice President for Programs and Research, the board completed the AGB “Self-Study Criteria for Governing Boards of Independent Colleges and Universities” and participated in a workshop in which the survey findings were handled in an “issues” format. In brief, the trustees expressed interest in more “workshop” or “retreat” components in their regular meetings, assistance in identifying the policy elements of their work, and more effective committee work with the standing committees.
The board identified continuing education as one of its highest priorities. Consequently, the board incorporated training components in a number of its regular sessions and sponsors a three-day board retreat every three years. The retreats were held in 1995, 1998, 2001, and 2004. In each instance, the board contracted with resource persons to provide content assistance and facilitation services.

It was in the spirit of continuous improvement that the trustees formed a Board Effectiveness Task Force in 2003. A survey was conducted using the role and responsibility section of the Trustee Policy Manual. Trustees were queried on their understanding of the institutional mission and trustee responsibilities. In addition, trustees were asked to evaluate their own performance. The survey results demonstrated that trustees were almost unanimous in their feeling of personal effectiveness and desire to continue as a member of the board (Exhibit 6.B.2).

Following consideration of the survey results at a board retreat in June 2004, the board determined to form a Board Development Committee to continue the process of board evaluation and improvement. The Board Development Committee has five primary duties:

- Selection: design and recommend procedures to enhance the nomination process.
- Orientation: provide an annual orientation for new board members.
- Assessment: oversee the board’s evaluation of its members, officers, structure, functions, and processes.
- Training: provide for ongoing board training to strengthen effectiveness.

The board determined that it should set the example for all areas of the University in valuing assessment and desiring to improve its functioning.

The role of the board in providing oversight to the University is identified in the Trustee Policy Manual and is evidenced in the minutes of the semi-annual and Executive Committee meetings (Exhibit 6.B.3). Guidelines for the oversight function were approved on November 2002 and published as Committee Structure, Board of Trustees (Exhibit 6.B.4). In this document, each committee’s responsibility for policy and governance oversight is specified along with the range of interests that apply to the committee.

The Board of Trustees bears final authority for approval of the annual operating budget of the University. Budget recommendations from the President are considered in depth by the Financial Affairs Committee that submits its action in resolution form to the full board. Budget approvals for the following fiscal year are adopted in the spring meeting.

The Trustee Policy Manual urges each trustee to become familiar with the relevant issues that face the University. Specifically, the manual states that “each trustee must understand the accreditation system that applies to the...University he or she serves. In addition, each trustee should read the University’s most recent self-study and accreditation report” (p. 10).

In preparation for the October 2006 NWCCU full-scale accreditation review, the Board of Trustees in each of its meetings during the 2004-05 and 2005-06 school years had briefings by the Vice President for Academic Affairs on the accreditation process, the areas of strength and concern, and the institutional self-study. The Academic Affairs Committee studied the process and issues in even greater depth. The Executive Committee reviewed the self-study materials for Standards One, Six, and Nine and adopted the report as its own.

Analysis and Appraisal
The roles and responsibilities of the governing board are clearly articulated in various governance documents and captured, precisely, in the Trustee Policy Manual. Trustees are actively involved in the affairs of the University and are committed to the well-being of the institution. In a specific citation in the Trustee Policy Manual (p. 9) and in their actions in
plenary and committee sessions, the trustees have made it clear that their role is to work at the policy level and not to micro-manage the institution. The board holds the view that the institution is well served by all domains of the University operating from their strengths, and it is committed to setting the example in professional service.

There has been continuity in service at the core of the board with several trustees serving more than 10 years. The outgoing Board Chair was in that role since 1993. The new Board Chair is a long-time member of the board and of the Executive Committee. While the present nomination and election process provides the University with persons who sincerely desire to serve as trustees, that same process does not give the breadth of background and diversity of gender and ethnicity that would be beneficial. The Board Development Committee is considering the issue of greater diversity among board members.

The orientation and training components of the board are exemplary, and the dedication to improving board effectiveness since the last accreditation visit has resulted in excellent performance by board members.

**LEADERSHIP AND MANAGEMENT (6.C.1-9)**

The University President has full-time responsibility to the institution. The duties and responsibilities of the position are described in Article VII of the NNU Bylaws. Richard A. Hagood, Ph.D., has held this position since October 1, 1993, and has been at the University since 1985. His strengths and experience in institutional change and organizational development prior to coming to NNU are uniquely suited to leading the institution through the transformation to a comprehensive, Master’s S university.

The duties, responsibilities, and ethical conduct requirements of the vice presidents, assistants to the President, and school deans are defined in position descriptions appropriate for each office as described in the Faculty Handbook (Exhibit 6.C.1). Table 6.C.1 provides a list of the chief administrative officers at NNU including their year appointed and highest degree earned. Each administrator was hired through an extensive search and interview process and is highly qualified for the position he fills. Vitae for the President and five vice presidents are on file in the Office of the President and are available in Exhibit 6.C.2. Resumes for other middle-management administrators are kept on file in the offices of the supervising vice president.

Vice presidents and school deans are appointed annually upon recommendation of the President by action of the Board of Trustees. Administrators are evaluated on a regular basis to determine that they are acting to fulfill their duties and responsibilities. The President evaluates each vice president annually on the basis of each vice president’s adopted annual plan of work and on the basis of general expectations for members of President’s Cabinet. The school deans have dual roles as both administrators and faculty members whose appointments as deans are annually reviewed. In addition, as part of their regularly scheduled five-year faculty review, deans are asked to address aspects of their work as administrators.

<table>
<thead>
<tr>
<th>Position</th>
<th>Person</th>
<th>Appointed</th>
<th>Highest Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Richard A. Hagood</td>
<td>1993</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>VP Academic Affairs</td>
<td>Mark E. Pitts</td>
<td>2002</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>VP Financial Affairs</td>
<td>Joel K. Pearsall</td>
<td>1999</td>
<td>J.D.</td>
</tr>
<tr>
<td>VP Student Development</td>
<td>Carey W. Cook</td>
<td>2001</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>VP University Advancement</td>
<td>Gary L. Skaggs</td>
<td>1998</td>
<td>B.A.</td>
</tr>
<tr>
<td>VP Enrollment Services &amp; Marketing</td>
<td>Eric A. Forseth</td>
<td>2002</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

Table 6.C.1 Chief Administrative Officers at NNU
Recent reviews of deans are on file in the Office of Academic Affairs. The deans meet regularly with their department chairs and the school faculty. They serve on a Deans’ Council convened by the Vice President for Academic Affairs. Department chairs are appointed by the President upon recommendation of the school deans and the Vice President for Academic Affairs.

The University Administrative Council includes administrators from across campus and meets regularly to share information and coordinate University operations. A complete list of the council members is provided in Appendix 6.2. Beginning in the fall of 2006, an Academic Administrative Council including the school deans, Director of Library Services, Registrar, Associate Director of Information Technology, and Faculty Chairperson will meet monthly to address budget issues and smooth operation of academic services.

Great effort is made to place each decision within the framework of the University’s mission and its strategic plan. Administrative decision-making, while deliberate, is responsive to the external and internal environment and proceeds in an orderly fashion. The President consults with members of the President’s Cabinet on virtually all issues. The President’s Cabinet meets, on average, two to three times each month during the academic year. Each cabinet member places items on the agenda for discussion or action. Each is responsible for presenting background materials and leading the discussion. The cabinet works on consensus; should a decision need to be made in which there is not clear consensus, either the decision is postponed or, if timeliness is an issue, the President makes the final decision. The Board of Trustees receives presidential recommendations at each semi-annual meeting that require decision-making. It is rare for the board to postpone a decision until the next meeting or refer the matter to the Executive Committee for further review.

The timeliness of decision-making depends on the nature of the issue and the domain in which it occurs. Issues within the faculty domain that represent a significant cultural shift, or around which consensus is difficult to achieve, take considerable time. This is appropriate since NNU’s shared governance process values the right that all parties have the opportunity to be heard. The NNU culture still values the “town hall meeting” format of faculty meetings and faculty forums—even though the faculty governance structure suggests a “representative” process.

While NNU’s organizational structure facilitates the business of the University and elicits in large measure cooperation and communication among the administrative sectors, NNU maintains the aura of a small college with its dynamics of strong interpersonal relationships and friendliness. Regularly scheduled faculty meetings during the academic year are a prime means of facilitating communication across school lines inasmuch as they are meetings of the “faculty-as-the-whole.” Each meeting is either preceded by or ends with a time of fellowship, including food. To further facilitate this process, the administration has negotiated with the campus food services for faculty members to eat lunch together following several faculty meetings in a reserved dining room at a reduced cost to the faculty members.

Each month during the academic year, the President hosts a “faculty-staff fellowship” during the chapel hour where faculty, staff, and administrative personnel eat and visit together. During the final 20 minutes of the hour, the President discusses current issues, invites any “public service” announcements, and responds to questions or rumors. Invariably, this informal time is filled with interesting information and good humor.

The spirit of cooperation and communication is challenged when an institution is undergoing as significant transformation and restructuring as has been the case with NNU in recent years. Clearly, there are individuals who believe the University should not have taken the direction it has; however, with rare exceptions the spirit of any disagreement is civil and constructive.
The functions of institutional research are coordinated through the President’s Office by the Assistant to the President, but the data collection and analyses functions are distributed among the five sectors of the University. In addition to the formal processes of data collection, the University uses focus groups for strategic planning, student recruitment, publications, campus livability, and community relations.

Results of data collection and analysis are reported to the President’s Cabinet and/or appropriate offices and departments, according to the nature of the data. Student and faculty satisfaction surveys, the Cooperative Institutional Research Program (CIRP), and similar data collection instruments are used specifically to inform decisions regarding curriculum, remediation, academic retention, and other teaching-learning processes. As an example, IPEDS peer analysis was used to establish two different groups of reference institutions: a group of similar private universities and colleges in the Pacific Northwest and Nazarene universities and colleges nationwide. Comparison data from these reference institutions was a key component in the academic prioritization process, as well as in decisions regarding instructional dollars per student, faculty research funding, and other policies. PRAXIS exams, required by the Education Department, are used yearly in curriculum adjustments. Campus surveys and focus groups have been used, along with standardized data collection, to inform the ongoing process of developing the new General Education core.

The President hosts several meetings each year of the President’s Community Council—a group of community leaders with whom the President shares institutional plans, receives feedback and advice on public perceptions, and identifies potential community-University projects.

Hiring procedures, position categories and salary compensation, evaluation, and termination processes for administrative personnel and staff are clearly described in the respective policy manuals for each employee group. Over the past several years, the staff and administrative personnel policy councils have done extensive work on the revision of compensation and evaluation policies and structures. These new policies and structures are in the process of being implemented.

Until recently, oversight for staff hiring procedures belonged to the Office of Financial Affairs, which also served in all employment actions as the affirmative action and equal opportunity overseer. In January 2006, the University established an Office of Human Resources within the Financial Affairs sector to handle these responsibilities. With regard to administrative personnel, each vice president has responsibility for compliance with established procedure. All new staff and administrative personnel positions must be provided for in the University’s annual operating budget and cleared by the President’s Cabinet.

All administrative personnel and staff have annual evaluations by their supervisor using instruments suitable for each category of employee. In most instances, employees also complete a self-evaluation that is included by the supervisor as a part of the evaluation review.

Upon recommendation of the Board of Trustees, over the past several years the University conducted detailed analyses of salary and benefit comparisons with relevant peer groups for both administrative personnel and staff. In general terms, salary comparisons for administrative personnel and staff indicate that the University is competitive in salary and more generous in benefit coverage.

Since the last accreditation visit in 1996, the University has conducted six fundraising campaigns: (1) campaign for the John and Orah Brandt Fine Arts and Convocation Center; (2) campaign for the Helstrom Business Center; (3) “Marks of Distinction” campaign for athletic facilities and endowment funds; (4) campaign for the Johnson Sports Center; (5) campaign for ministerial student scholarship endowment; and (6) University Fund Campaign for campus infrastructure. These campaigns were all conducted in addition to the regular, ongoing
GOVERNANCE AND ADMINISTRATION

fundraising that is part of the University operations. The combined amount of funds raised through these campaigns exceeded $21 million.

NNU is fortunate to have the assistance of the NNU Foundation, Inc., formed in 1989, to help lead many of the fundraising efforts. Individual directors from the Foundation have contributed in excess of $13 million during the past 10 years.

Consideration is currently being given to the next capital and endowment funds campaign as the President and the Office of University Advancement consider the results of a recent feasibility study. The study explored funding potential for six high priority projects identified through an intensive facility audit and consultation process. The results of this study, combined with the need to increase space for a growing nursing program and provide support for the sciences, have elevated expansion/renovation of the existing Science Building to the highest priority for facilities construction. The Board of Trustees has approved a “quiet phase” identification of the leadership gifts necessary to complete a project estimated to be approximately $8 million to $10 million. Findings will be presented to the Board of Trustees in October 2006 at which time the size, scope, and timing of the project will be reviewed.

Analysis and Appraisal
The President’s Cabinet provided essential leadership at a challenging time for higher education in general and Christian higher education specifically. The President of the University took on and successfully completed an impressive number of important tasks in the last 10 years from fundraising to new construction to the renaming and reorganization of the University academic structure. Under the President’s leadership, members of President’s Cabinet also have noteworthy lists of accomplishments including the establishment of a strong and active University Foundation, considerable enhancement of technology across campus, improvements to the existing physical plant and landscaping, academic curricular and schedule changes, tightening of the number of majors and courses, and increases in both undergraduate and graduate enrollments.

The University made significant progress in the development of the physical campus over the past 10 years. Prior to 1996, there had been no significant new construction since 1972. Since the last full-scale accreditation visit, six buildings have been constructed or renovated in addition to many other campus upgrades including: installation of perimeter fencing, relocation of the track and field, construction of a new women’s softball field, demolition of Morrison Hall, and paving/landscaping of student parking lots. The University just completed a University Fund Campaign that raised $2,100,000 for necessary campus infrastructure projects.

A revision of the Campus Master Plan document (Exhibit 6.C.3) occurred in 2004 based upon the findings of an in-depth feasibility study. This document provides a solid planning guide and prioritization for future construction of facilities through the current 10-year strategic period. The growth of NNU constituency support through donations has been dramatic, an effort led by the NNU Foundation Board who continue to contribute their time, talent, and finances to the institution. The administration fully anticipates that this developing momentum will carry the University through the fulfillment of the current Campus Master Plan and beyond.

The recent hiring of a Director of Human Resources will bring much needed attention to personnel issues on campus. While the Office of Financial Affairs has performed an admirable job of covering these responsibilities for years, the Director of Human Resources will be able to give full-time attention to the support and management of personnel on campus. Some personnel initiatives, including a more standardized system of employee evaluation, have been put on hold awaiting the filling of this position. Now that this position is in place, the University expects to make progress in this area.

Institutional research is one of a substantial list of responsibilities assigned to the Assistant to
the President. The current vacancy in that position provides the University with an opportunity to review the growing University needs in institutional research and strategies for meeting these needs.

While University leadership meets regularly with all employee groups in formal and informal settings and there are frequent campus-wide communications in a variety of venues, the rate and significance of campus change continues to point to the importance of clear and frequent communications.

FACULTY ROLE IN GOVERNANCE (6.D)
The University has a well-defined system by which faculty participate in institutional governance. The University provides extensive opportunity for faculty to exercise their academic oversight responsibilities through relevant councils and votes or straw polls of the full faculty.

While there is no University-wide “Curriculum Committee,” the Deans’ Council, Academic Council Undergraduate and the Graduate and Continuing Studies Council have played an increasing role in curricular articulation and review. In the recent Academic Program Prioritization Process, the committees involved (Deans’ Council, Academic Council Undergraduate, and Faculty Policy Council) included approximately 30% of the undergraduate faculty.

Policies regarding the program application process, admissions criteria, transfer of credit, credit for field experiences, and graduation requirements are all proposed by school or department faculty and reviewed by the faculty members of the appropriate academic council (Academic Council Undergraduate or Graduate and Continuing Studies Council) to determine their consistency within the broader institutional context.

Faculty-led program review is now a well-established routine of the University and several programs are reviewed each year. Recent program reviews are on file in the Exhibit Room (Exhibit 6.D.1). On occasion, the calendar of program review (Exhibit 6.D.2) has had to be adjusted to acknowledge the time implications of the Academic Program Prioritization Process, curriculum revision, and accreditation processes.

STUDENT ROLE IN GOVERNANCE (6.E)
All full-time undergraduate students are members of the Associated Students of Northwest Nazarene University (ASNNU). ASNNU is governed by the ASNNU Code and Constitution (Exhibit 6.E.1). The Student Government Association (SGA) consists of three branches: SGA Executive Council, SGA Senate, and the SGA judicial branch.

The SGA Executive Council is made up of the elected SGA officers and has several responsibilities. The primary responsibility is to be a voice for the undergraduate student population. The council is responsible for appointing student representatives to serve on faculty and administrative councils and committees. Students serve on the following faculty councils: Academic Council Undergraduate, Athletic Council, General Education Council, Graduate and Continuing Studies Council, Instructional Resources Council, and Teacher Education Council. They also serve on administrative councils and committees including Athletic Compliance, University Spiritual Life, Community Life, Counseling, Entertainment Evaluation, and Student Life Policy. The SGA Executive Council is also responsible for student activities, student clubs, student publications (the student newspaper, “Crusader,” and the yearbook, “Oasis”).

Another responsibility of the SGA Executive Council is to work closely with the SGA Senate. The primary focus of the SGA Senate is to provide oversight for the expenditure of student fees, which total approximately $150,000 for each academic year. Each member of ASNNU pays a student fee. This fee provides the funds for student activities, clubs, SGA Executive Council stipends, among other functions of the ASNNU.

The main function of the SGA judicial branch is to ensure that the SGA Executive Council and
GOVERNANCE AND ADMINISTRATION

SGA Senate operate within the ASNNU Code and Constitution. If there are discipline issues for members of the SGA, the judicial branch follows the guidelines set by the ASNNU Code and Constitution.

Students also have a role in the student discipline process. There are currently four levels of discipline. The first level is based at the individual residence hall and uses a Peer Board system. Representatives from the hall hear and decide on discipline cases involving hall infractions. The Peer Boards are chaired by the local Resident Director (RD). The second level is the Residential Life Board. This body is made up of student representatives from all residence halls, two Resident Directors, and a faculty member. It is chaired by a Resident Director and hears cases involving first time offenses of breaking the NNU lifestyle agreement. The third level of discipline is the Community Life Board, chaired by the Director of Residential Life. The members of this board are students, RD’s, and a faculty member. The Community Life Board handles the discipline of off-campus students, as well as a second infraction on the lifestyle guidelines during a probationary period. The fourth level of discipline is the Student Life Executive Committee. The committee provides an appeal process for students and is chaired by the Vice President for Student Development and includes four faculty members.

AFFIRMATIVE ACTION AND NONDISCRIMINATION (POLICY 6.1)
Each of the University’s personnel policy manuals contains a policy dealing with the issue of affirmative action and nondiscrimination (see Chapter 4, Section 1 of the Faculty Policy Manual; Chapter 3, Section I of the Administrative Personnel Policy Manual; and Chapter I, Section B of the Staff Handbook/Policy Manual). Although these policies are not “affirmative action policies” as that term is used in a legal sense, the objective of each of these policies is to assure that there is no illegal discrimination in the University’s hiring and promotion practices. Therefore, although the University quite appropriately discriminates in its hiring processes with regard to religious beliefs in accordance with federal and state laws (since this is foundational to the University’s ability to succeed as a Christian university), the University does not discriminate with regard to race, color, gender, age, national origin, or physical, or mental disability (except where a bona fide occupational qualification applies) in its hiring and promotion processes.

In addition to the hiring policies referenced above, each of the University’s personnel policy manuals contains a policy prohibiting discrimination and/or harassment of any University employee (see Section R, Chapter I of the Staff Handbook/Policy Manual). In addition, each policy manual sets forth specific procedures to be followed in the event an employee believes that he or she has been the subject of such harassment and/or discrimination.

COLLECTIVE BARGAINING (POLICY 6.2)
The University has no unionized employees; therefore, NNU is not a party to any collective bargaining agreements.
Standard 6 – Appendices, Exhibits, and Tables

Appendices

6.1 2006 Membership of the Board of Trustees
6.2 University Administrative Council Members

Exhibits

6.A.1 NNU Articles of Incorporation
6.A.2 NNU Bylaws
6.A.3 Trustee Policy Manual
6.A.4 Faculty Policy Manual
6.A.7 Faculty Early Retirement Option
6.B.1 Board of Trustees’ Special Purpose Committee Tasks
6.B.2 Board of Trustees Survey Results
6.B.3 Minutes of the Semi-annual Board Meetings and Executive Committee Meetings
6.B.4 Committee Structure, Board of Trustees Document
6.C.1 Faculty Handbook
6.C.2 Vitae for the University President and Vice Presidents
6.C.3 Campus Master Plan
6.D.1 Departmental Program Reviews
6.D.2 Program Review Schedule
6.E.1 ASNNU Code and Constitution

Tables

6.B.1 2006 Executive Committee of the Board of Trustees
6.C.1 Chief Administrative Officers at NNU
FINANCIAL PLANNING (7.A.1-4)
The Financial Affairs sector, led by the Vice President for Financial Affairs, is responsible for supporting the mission of the University by providing sound financial planning, adequate resources, and financial management. This sector collaborates closely with the University Advancement sector regarding policy applicable to and reporting of fundraising efforts. The University Advancement sector is led by the Vice President for University Advancement.

The NNU strategic plan “Fulfilling the Promise: NNU at One Hundred” (Exhibit 7.A.1) commits the University to efforts in strengthening and diversifying the financial position of the University in order to support the excellence of programs, services, personnel, and physical plant while maintaining a balanced annual operating budget and using resources wisely. The University’s planning process is ongoing and realistic, and follows the mission and goals of the institution.

The University’s Board of Trustees has the ultimate responsibility and authority for the University’s financial planning and budgeting. Per the University’s Bylaws (Exhibit 7.A.2), the University President is responsible for all of the University’s managerial affairs. The President has in turn delegated the authority for oversight and management of financial planning and budgeting to the Vice President for Financial Affairs. All financial management and budgeting processes operate within the financial policies established by the Board of Trustees.

A review of these financial policies demonstrates that, while the Board of Trustees ultimately approves an annual budget, the University administration is provided with appropriate autonomy in the areas of financial planning and budgeting, as well as financial management. This is exemplified in the Policy on Budget Management (Exhibit 7.A.3) that states “[t]he University administration shall have the responsibility for management of the operating budget of the University” (p. 6). In addition, this policy provides that the University administration has the “full authority to allocate…contingency funds as it deems necessary,” and “the authority to reallocate funds among the various budget areas contained in the adopted budget” (p. 6). Thus, the University’s Board of Trustees is appropriately involved in the review and approval of an annual budget, while at the same time providing the University administration with the authority to manage the budget.

The University has continued to refine its budgeting processes over the past several years. With the Board’s adoption in March 2005 of the strategic plan, the budgeting process focused to an even greater degree on how the budget must be structured to enable the achievement of the strategic plan. Specifically, the Executive Summary of the University’s strategic plan (Exhibit 7.A.4) states that the “University must achieve a stronger, more diversified and flexible financial position, both within the annual operating budget and through increased endowment” (p. 3). Several specific strategies designed to allow the University to achieve this objective are set-out in the strategic plan, as follows:

- Increase student enrollment and retention.
- Utilize the Jenzabar CX administrative software system to extend responsibility and accountability to offices and departments that correspond with the managers’ programmatic and personnel authority.
- Revitalize the annual fund into the University Fund to provide additional operating dollars.
• Expand participation in the President’s Associates to enhance the general operating budget.
• Revitalize the Crusader Athletic Association and broaden its base of members to provide more “private funding” for athletics.
• Broaden the donor base for leadership gifts by expanding the NNU Foundation Board of Directors.
• Improve fund balances and financial ratios with designated reserve funds for renovation and property acquisition as well as the required general operations reserve.
• Develop plans for the next capital and endowed funds campaign based on the findings of the Feasibility Study and the availability of lead gifts for facilities and endowed funds.
• Explore ways to improve NNU’s debt-to-asset ratios, debt management, and borrowing capacity.

The University prepares and submits an annual budget for the Board of Trustees’ approval at the spring Board meeting each year. Preparation of the annual budget begins in August of each year when the President’s Cabinet first begins discussing the budget to be developed for the school year to begin 13 months later.

Following discussion within the President’s Cabinet, the Vice President for Financial Affairs and the Vice President for Enrollment Services and Marketing make projections of traditional undergraduate revenue based on a predictive model for anticipated traditional undergraduate student enrollments and proposed traditional undergraduate student tuition, fees, room, and board charges. Simultaneously, each vice president undertakes discussions within his sector as to funding needs and priorities, thus providing wide campus participation among budget officers. As each vice president is discussing funding needs and priorities, the Vice President for Financial Affairs interacts with the Vice President for Academic Affairs and the Director of Extended University Services to determine appropriate revenue projections for all nontraditional programs (including nontraditional undergraduate, graduate, and continuing studies programs). Each vice president brings the sector’s funding needs and priorities back to the President’s Cabinet, which evaluates and discusses the reports and then makes final recommendations to the President. Thereafter, the President proposes an annual budget to the Board of Trustees for adoption.

Typically, the annual budget is not revised after adoption, although modifications due to unforeseen events may occur through budget reallocations (as authorized by the Policy on Budget Management). In those circumstances where it is determined to be appropriate to adopt a revised budget (primarily when actual enrollments are significantly different from the projected enrollments), a revised budget may be prepared and presented to the Board of Trustees (or the Executive Committee of the Board) for adoption.

The University has for many years taken a conservative approach to the incurrence and use...
of debt. This approach has greatly contributed to the University’s ability to manage its finances. Closely tied to this view of debt is the University’s goal of funding virtually all new capital projects, including construction of new facilities, with donations. Of the seven major capital projects completed since the last accreditation visit in 1996 (see Standard 8.A for a complete list), debt has been incurred only twice. In 1996, bonds were issued to fund the construction of Ford Hall (a residence hall) and to provide cash flow for the construction of the Brandt Fine Arts and Convocation Center (cash flow was necessitated by the fact that the lead gift for this facility was an income stream that has now been paid in full).

In August 2005, due to recent legislation in Colorado, the University was able to refinance the bonds issued in 1996 via a new bond issuance through the Colorado Educational and Cultural Facilities Authority. Prior to this refinancing, the University had never been able to issue tax-exempt bonds due to the separation of church-state provision contained in the Idaho State Constitution (described by several as the strongest separation of church-state provision of any state in the country).

This refinancing resulted in the University’s being able to reduce the average interest rate on its outstanding bonds from 9.24% to 4.95%. In addition, it is anticipated that this refinancing will have the domino affect of allowing the University to increase its operating reserve significantly (one of the strategies identified in the University’s strategic plan) by the close of the 2006-07 fiscal year.

When it is determined that it would be appropriate to incur debt (historically this has related primarily to the construction of new buildings, as indicated above), the full Board of Trustees must approve the new debt (per the University’s Bylaws). The University, as compared to many other colleges and universities, has a low amount of debt, as demonstrated by two indicators: (1) the University’s Leverage Ratio (computed by dividing the University’s total liabilities by its net assets) is .574 (a typical target in higher education is that this ratio not exceed .95); and (2) the University’s Debt Service as a Percentage of Actual Expenditures (often recommended to not exceed 6.0-6.5%) is only 5.23%. In addition, debt per student is less than 50% of the median determined by Moody’s for schools similar to the University. This low dependence on borrowing is by design and provides increased financial flexibility to the University.

**Analysis and Appraisal**
Private and public institutions of higher education are feeling more and more financial pressure. There is increased public scrutiny of the cost of higher education, and members of the U.S. Congress are considering various ways to legislate price controls in higher education. As a result, sound financial planning is more important now than it has ever been before. The University’s financial planning methods are not flawless but are sound and have been consistently refined over the past 10 years. The initiation and use of a predictive enrollment model to project traditional undergraduate enrollment, based on past enrollment data and trends, is bringing increasing credibility and predictability to the primary indicator of the University’s revenue for the coming fiscal year. The University’s conservative approach to debt continues to assist the University in holding down increases in the rate of tuition. Further, the Board of Trustee’s express grant of authority to the University administration for budget management allows the administration the necessary flexibility to react to the inevitable unforeseen events that occur during any fiscal year.

The adoption of the strategic plan underscores the importance of the three-year budget projection. However, the specific objectives contained in the strategic plan will assist in the construction of the three-year plan. Greater emphasis will appropriately be placed on the preparation and review of the three-year plan over the next several years, in an effort to assure the accomplishment of the objectives of the strategic plan.
ADEQUACY OF FINANCIAL RESOURCES (7.B.1-8)

The University relies upon multiple sources of funds including tuition and fees, auxiliary revenues (room and board, bookstore revenue), grants, gifts, and investment income to support the various programs and services it provides.

NNU is fairly tuition-dependent with tuition and fees representing between 50-60% of its annual revenues. The University also has a significant portion of its annual revenue derived from gifts (typically in excess of 10% of annual revenue), indicating strong support from the University’s various constituencies. NNU’s University Advancement sector, which has primary responsibility to maximize the receipt of gifts to the University, is efficiently run and has had consistent success over the past several years. Indicators of this success are: (1) the fact that average annual giving to the University over the past five years has been approximately $6.9 million; and (2) the fact that the University’s cost to raise $1 (calculated by dividing total gifts received by the costs attributable to fund-raising) has been at $.15 or below in each of the last five years (as a comparative, the average cost to raise $1 of the eight Nazarene four-year colleges/universities is $.26). In addition, the University annually receives substantial unrestricted contributions from the local Nazarene churches located on the Northwest Region; these contributions approximate $2.6 million per year, representing about 10% of the University’s total revenue.

The University’s strategic plan identifies several priorities for the allocation of institutional resources, including focusing on and enhancing student learning, providing appropriate compensation to the University’s employees, adequately staffing areas impacted by the recent growth in nontraditional programs, and enhancing the University’s support structures. The University is on its way to accomplishing these priorities as a result of its intentional allocation of resources. The University has fairly consistently allocated approximately 50% of its expenditures for instructional and academic support costs. This is likely too high of an allocation for an institution like Northwest Nazarene and reflects the low student-faculty ratio. However, even after the University accomplishes the initiative to increase the student-faculty ratio to somewhere between 14.5-16:1 by fall 2008, it is projected that the University will still allocate a significant portion of its expenditures to the tasks of Instruction and Academic Support, which will continue to contribute to the enhancement of student learning.

Another initiative is underway to increase the level of compensation for faculty members with the implementation of faculty rank and to verify that staff employees are compensated at appropriate levels as compared to survey data for similar positions. Additional resources have recently been allocated to several areas (Registrar’s Office, Financial Aid Office, and Student Accounts Office) that have felt the greatest impact of the growth in nontraditional programs. The funds recently raised via the University Fund Campaign are earmarked for several capital projects that will enhance the University’s support structures (such as residence hall air conditioning, residence hall fire sprinklers, and key card access for residence halls). Therefore, it is the University’s belief that all of NNU’s resources are allocated among the institution’s programs and services in a manner that reflects the mission, goals, and priorities of the institution.

As indicated above, NNU’s level of debt is low. Consequently, there are sufficient resources to service the debt (as evidenced by the University’s Debt Service as a Percentage of Actual Expenditures that is only 5.23%) while still funding the educational programs of the institution. Prior years’ financial statements provide extensive history of the University’s borrowing history as well as a projection of future debt service payments (the financial statements included as exhibits include three years’ history of borrowing and five years projections of debt service).

As previously stated, the University has allocated, and continues to allocate, its resources to programs, based on the University’s mission, goals, and strategic plan. In addition, the
University’s recent specialized accreditation (both initial and or re-accreditation) of several of its programs (including the Graduate Counseling program, the Social Work program, and the Education program) is reflective of the University’s adequate funding and oversight of its programs. The annual budgeting process involves an overview of the various programs and their funding in an effort to assure that NNU’s resources are adequate to support both the programs and the mission of the University.

The University has generally shown a positive change in unrestricted net assets in its audited financial statements since 2000. The exception was fiscal year 2003 when the University showed a loss of $1.28 million. This loss was the result of a number of factors, including a reduction in investment earnings due to endowment market losses (common among university endowment funds for this period); a lower-than-budgeted graduate student enrollment; a larger than expected number of students living off-campus (thus reducing auxiliary revenues); and, over-expenditure of budgets by certain administrative units. In large part, these problems have been corrected. The loss generated in fiscal 2003 resulted in the reduction of both the University’s operating reserve and the University’s quasi-endowment balance (this is the fund that absorbed the loss attributable to endowment losses in excess of accumulated gains).

Since 2003, the University’s investment earnings have rebounded and continue to remain positive, resulting in the restoration of the quasi-endowment balance. In addition, graduate enrollments are growing rapidly as evidenced by an increase in graduate headcount of 99 between fiscal year 2003 and fiscal year 2005. The University has also taken steps to increase the number of students living on campus and has put cost control systems in place to keep expenditures by administrative units within their approved budgets. The restoration of the operating reserve is still underway. However, as reported earlier, the refinancing of the University’s 1996 bonds and the anticipated successful completion of the University Fund Campaign are expected to result in not only the restoration of the operating reserve to its level prior to the 2003 loss, but also result in growth in the operating reserve.

Temporarily restricted funds are released annually from their restrictions and used for the purposes for which they were received. All such transfers/releases are appropriate and legal, and in accordance with Generally Accepted Accounting Principles (GAAP).

The University has made very little use of interfund borrowing because the operating reserve has provided the necessary working capital to fund various necessary expenditures. An exception to this general statement is the borrowing of funds from the Endowment Fund to construct Corlett Hall, an on-campus residence hall. With regard to this borrowing, the interfund loan is repaid, with a market rate of interest, pursuant to an amortization schedule established at the time of the borrowing (this borrowing will be fully repaid by the close of the 2007-08 fiscal year). In those limited situations where interfund borrowing has occurred, such borrowing has been both legal and prudent.

The sources of student aid provided to the University’s students are varied. Specific lists of these sources of financial aid are included in the University Catalog. Generally, the sources of student aid are institutional unfunded aid, endowment scholarships, student loans, and employment.

With regard to unfunded institutional aid, the University has made a purposeful decision to keep its discount rate low. This discount rate reflects unfunded student aid as a percentage of tuition and fees. Historically, the goal has been to keep the discount rate near 26%, in contrast to the “high tuition, high discount” model that many other private colleges and universities employ. NNU has always believed that a low discount model is more conservative and allows the institution to keep its tuition and fees considerably lower than its competitors’. In addition, keeping the tuition and fees rate as low as possible is important in light of the economy of the Treasure Valley, where the University is located.
In fall 2005, upon the recommendation of the administration, the Board of Trustees adopted a new pricing and discounting philosophy (Exhibit 7.B.1), which provides that the University will seek to increase its tuition and fees, as well as total student charges, at a rate that is between the mean and median of the University’s reference institutions, while at the same time increasing the University’s discount rate to 30% by the 2010-11 fiscal year. The implementation of this new philosophy will still keep the University’s discount rate and the University’s price in the moderate range for private colleges and universities located in the Northwest region (see Exhibit 7.B.2 that provides a comparison of the University’s cost as compared to its reference institutions). It is anticipated that the increased institutional aid will allow the University to increase its awarding of need-based aid to students demonstrating financial need.

NNU is making progress in building its financial reserves in order to provide the ability to meet inevitable fluctuations in operating revenue and expenses. As indicated earlier, the University’s operating reserve was reduced by the operating loss sustained in fiscal year 2003. Since that time, the University has made progress in rebuilding the operating reserve, and it is anticipated that the operating reserve will be restored to the pre-2003 level as of June 30, 2006.

As mentioned above, during the summer of 2005 the University was able to effect a refinancing of its outstanding bonds issued in 1996 as taxable bonds. The institution obtained significant benefits from this refinancing due to a marked reduction in interest cost for the remaining 11 years on the bonds. In addition, the 2005 bond issuance allowed the University to reduce its annual debt service despite receiving $1 million in “new money” as the result of the bond issuance. This “new money” will allow the institution to address several capital items, as well as result in the University’s being able to increase its financial reserves with funds that otherwise would have been needed to complete the capital projects.

The University does not have a large number of auxiliary operations. The Bookstore, the Mailroom, and laundry and vending services essentially operate at a financial break-even, and the budget does not anticipate large contributions of net revenue from these operations.

The food service operation is presently outsourced to Sodexho America, LLC, a Delaware-based company. The food service contract is available for inspection in the Office of the Vice President for Financial Affairs. This operation does result in net contribution to the University, but the majority of the anticipated return from this operation is not anticipated in the annual operating budget, and any net contribution generated is not planned for expenditure for the University’s educational and general operations.

Both on-campus housing and Conferences and Events are auxiliary operations that are anticipated to generate a net contribution to the University. However, any net contribution is expended not on educational and general operations, but on the capital assets of these auxiliary operations.

**Analysis and Appraisal**

The University has identified as one of its primary objectives in the strategic plan the strengthening and diversifying of its financial resources. While the University is not in imminent danger of financial problems, the University (like most small, private institutions of higher education) needs to strengthen its financial position.

The unrestricted reserves of the University are low and need to be increased; as a result, the board has adopted several initiatives that should result in an increase in the University’s unrestricted reserves beginning as early as the 2005-06 fiscal year. These initiatives include the University Fund Campaign, an increase in student-faculty ratio, and recent refunding of the University’s outstanding bonds.

The University’s auxiliary enterprises generally operate at a break-even rate or produce a modest
amount of net contribution. As indicated previously, in order to generate additional auxiliary revenue, attention is being given toward increasing the number of students living on campus in University housing.

The University has demonstrated fiscal stability over the past several years and is expected to continue this pattern. Steps are underway to restore and increase the operating reserve and to “grow” the University’s endowment fund. The University Fund campaign allows the University to increase its donor base and should lead to even more success in fundraising. The refinancing of the University’s outstanding bonds will continue to provide fiscal benefits to the University for many years to come. The University also has strong support from donors as evidenced by the annual level of giving received by the University, both from private individuals and local Nazarene churches.

The recent bond refinance provided an opportunity to have the University’s finances reviewed by various outside, independent parties. The results are contained in several documents related to the bond refinance. Copies of the report by Fitch Ratings (the company that rated the University for purposes of the bond issuance), the Official Statement prepared and distributed as a part of the bond issuance, and a report entitled “An Outsider Looking In on Northwest Nazarene University’s Financial Position” (prepared by Art Shingler, recently retired VP for Finance of Point Loma Nazarene University in San Diego, California) all offer insights into the strengths and weaknesses of NNU’s financial status (see Exhibits 7.B.3, 7.B.4, and 7.B.5).

**FINANCIAL MANAGEMENT (7.C.1-13)**

The Board of Trustees receives regular reports regarding the financial condition of the University at each of its semi-annual meetings. In order to monitor the finances of the institution more closely, the Executive Committee of the Board receives reports on a more frequent basis.

The University’s financial functions are centralized and fall under the Office of Financial Affairs. An organizational chart is provided in the Self-Study Introduction. The Vice President for Financial Affairs, who reports directly to the President, is the person responsible for the financial functions of the University. NNU’s business functions are centered in the Business Office under the direction of the Controller, a Certified Public Accountant with prior history in higher education finances and auditing institutions of higher education. The finance functions and complexities have grown over the last 5-10 years with the addition of new graduate programs and budgeting challenges.

The Business Office is split between two floors of the Emerson Administration Building with a majority of the personnel located on the main floor and several offices in the basement. The positions within the Business Office consist of a Controller, an Assistant Controller, a Student Accounts Supervisor, a Payroll Clerk, a Student Loans Clerk, two Accounts Payable Clerks, a Student Accounts Assistant for undergraduate students, a Student Account Assistant for graduate/non-traditional students, a Cashier, and a Switchboard Operator. The Controller is a Certified Public Accountant, and the Assistant Controller has a bachelor’s degree in accounting. Recently the Business Office undertook a study of reference institutions to determine whether it was adequately staffed and organized. Based on the findings of that study, an additional Student Accounts Clerk, specializing in serving nontraditional students, was added to the Business Office. This change has received very positive feedback from both students and academic program directors.

Income and expenses from all sources flow through the Business Office and are subject to internal control features. All revenues and expenditures are subject to the same planning, accounting, and auditing procedures at NNU.

The administration of the University’s financial aid program is overseen by the Financial Aid Office, which reports directly to the Vice President for Enrollment Services and Marketing and works in conjunction with the Vice President for Financial Affairs to administer this area. Each year as part of the annual budget preparation process, the matter of financial aid is
discussed and budgeted in a manner determined to be appropriate. As mentioned previously, the Board of Trustees recently adopted a new pricing and discounting philosophy that provides direction for the budgeting of financial aid over the next six years. Administration of scholarships and institutional aid is shared between the Financial Aid Office and the Business Office. The location of these offices on the same floor of Emerson Administration Building assists in the coordination of this administration.

The management and investment of University resources occur pursuant to established University policies (Exhibit 7.C.1). Ultimate oversight of the management and investment of University resources is the responsibility of the Financial Affairs Committee of the Board of Trustees.

Day-to-day cash management and investment decisions of the institution’s working capital are made by the University Controller with oversight by the Vice President for Financial Affairs. On at least a monthly basis, the level of liquidity is reviewed and investment decisions are made. Investment of working capital is primarily in insured certificates of deposit.

Pursuant to the Endowment Fund Investment Policy (Exhibit 7.C.2), investment of the University’s Endowment Fund assets is managed by the NNU Foundation Board’s Investment Committee, of which the Vice President for Financial Affairs is a member. The Investment Committee is comprised of six members of the NNU Foundation Board of Directors; the Committee is chaired by a former bank CEO, and the other members of the Committee represent businesses as diverse as real estate sales and development, personnel services, and investment management. The Investment Committee meets either in person or via telephone conference call every 30-45 days. The Investment Committee has engaged the services of an Investment Advisor who provides analysis and counsel to the Investment Committee. The vast majority of the Endowment Fund assets are invested via professional investment managers who are engaged to invest the funds entrusted to them according to a specific style. Semi-annual reports of the performance of the Endowment Fund investments are provided to both the NNU Foundation Board of Directors and the University’s Board of Trustees.

The Jenzabar CX accounting system used by NNU follows GAAP, as confirmed by the University’s outside, independent auditors. The University’s financial statements are prepared using the accrual basis of accounting. Accruals made at the fiscal year end include accounts payable, payroll liabilities, tuition receivable, deferred tuition, and compensated absences.

The Vice President for Financial Affairs presents financial information to the Audit Committee and the Financial Affairs Committee of the Board of Trustees at each of its semi-annual meetings. The University is developing more sophisticated reports that are allowing the extent of information presented to become more useful; most recently financial management reports are being provided weekly to the President and each vice president, as well as to other key budget managers.

The Audit Committee of the Board of Trustees selects the independent auditing firm that performs the annual financial audit, and the subsequent audit reports are presented to the Audit Committee for review and acceptance.

For many years, the University was audited by Deloitte & Touche, LLP. Beginning with the 2003-04 year, the firm of Balukoff, Lindstrom & Co., PA was given the responsibility of performing NNU’s annual audit. This firm has since merged with a larger regional firm and changed its name to Eide Bailly. All of these accounting firms are independent, external auditing firms. The audit is conducted in accordance with Generally Accepted Auditing Standards. Included in the audit is a management letter. All annual audits are made available to the public upon request.

NNU’s external, independent auditors also perform additional analysis of expenditures of federal awards as required by U.S. Office of
Management and Budget Circular A-133, **Audits of State, Local Governments, and Non-Profit Organizations**. Such information, as well as all funds of the University including financial aid provided by the University, is subjected to the same audit procedures applied in the audit of the basic financial statements and includes a management letter of any findings or recommendations.

NNU responds to the recommendations in the auditors’ management letter, and the Board of Trustees either accepts or declines the responses through the Audit Committee, which is comprised of five Board members and one non-Board member. The Audit Committee takes all recommendations seriously and follows up with the Vice President for Financial Affairs to ensure that applicable procedures are being pursued to satisfy the audit recommendations. While every effort is made to comply with any and all recommendations, some audit recommendations have not been economically feasible to implement at this time.

All institution audit reports are available for examination as a part of evaluations conducted by the NWCCU. (Exhibit 7.C.3)

**Analysis and Appraisal**
The University’s financial management is sound, as evidenced by “clean” reports from the University’s external auditors. The required documentation for Tables 3-10 is provided in at the end of this Standard. Reporting functions are adequate and are governed by specific Board policy. Investment of both working capital and endowment assets is undertaken pursuant to written policy as indicated herein, with reporting of results to appropriate groups. Financial management and reporting have been greatly enhanced by the implementation of the Jenzabar CX administrative software system, with reports continuing to become more customized and informative. Financial management, which at the time of the 1996 accreditation visit was fairly antiquated, has become an area of strength for the University.

**FUNDRAISING AND DEVELOPMENT (7.D.1-3)**
The Office of University Advancement holds primary responsibility for the fundraising functions of the University. Fundraising goals, initiatives, and projects are guided by the three-year **Context for Planning: 2002-05** (Exhibit 7.D.1), the 10-year University strategic plan, the Campus Master Planning Implementation and Assessment Policy (Exhibit 7.D.2), and the supporting **Campus Master Plan** (Exhibit 7.D.3), as approved by the Board of Trustees. These planning documents target expansion of resources for development of facilities as identified in a detailed feasibility study approved by the Board of Trustees in November 2004. They also target growth of the student scholarship endowment particularly in the area of need-based funds, as well as an increase in annual unrestricted giving under the umbrella of the University Fund.

All fundraising activities are done in compliance with federal and state legal requirements and conform to the accepted standards developed by the Council for the Advancement of Support of Education (CASE) and the National Society of Fund-Raising Executives (NSFRE), as well as utilize guidelines established by several other support organizations such as National Committee on Planned Giving (NCPG) and Council on Gift Annuities (CGA).

The fundraising and development functions are centralized at NNU and fall under the Office of University Advancement. An organizational chart is provided in the Self-Study Introduction. The Vice President for University Advancement reports directly to the President. The Office of University Advancement is located on the second floor of Emerson Administration Building and includes personnel consisting of the Vice President for University Advancement, a Director of Major Gifts, a Director of Annual Fund, two support staff, a data entry processor, and a part-time scholarship coordinator.

The Office of University Advancement has primary responsibility for all donor receipting, reporting, and record keeping. The processes are completed through utilization of the Jenzabar
CX administrative software system. The management of investment funds is outsourced to professional administration with responsibility for oversight delegated to established committees of the NNU Foundation Board and the NNU Board of Trustees. Endowment Funds are invested through Merrill Lynch, Sandy Dalton, Broker, with active oversight provided by the Investment Committee of the NNU Foundation Board of Directors, serving at the ultimate discretion of the Board of Trustees with regular reporting requirements. Trust and Annuity Funds are managed and administered by Cornerstone Management, Atlanta, Georgia. Oversight for management of these funds is provided by the Vice President for Financial Affairs in cooperation with the Vice President for University Advancement, with regular reporting requirements to the Finance Committee of the Board of Trustees.

Since 1995, NNU has embarked on a focused and concentrated effort to improve its facilities in preparation for the students of the 21st century, constructing the Brandt Fine Arts and Convocation Center, Ford Residential Hall, Little Prayer Chapel, Helstrom Business Center, Kirkeide married student apartments, and 55,000 sq. ft. expansion to the Johnson Sports Center. Additionally, NNU worked with the City of Nampa to re-route Holly Street from the center of campus, acquired the facility now known as the NNU Admissions and Welcome Center, received as a gift in trust a 20-unit apartment building, relocated the track and field, and constructed a women’s softball facility.

The marked progress on the upgrading of the physical campus has been accomplished with the help of generous individual leadership donors, a wide range of general participation from our multiple constituencies, and a growing involvement from a number of granting organizations. One of the goals the past several years has been to develop relationships with Foundations as partners in the development, growth, and maintenance of NNU. This has been a successful effort as relationships have been cultivated and grants received from organizations such as the Helstrom Foundation, Thomas Foundation, Murdock Charitable Trust, Wells Fargo Foundation, First Security Foundation, U.S. Bank Foundation, Laura Moore Cunningham Foundation, Nagle Foundation, Hiram Rice Charitable Trust, Morrison Foundation, Union Pacific Foundation, Idaho Community Foundation, Home Federal Foundation, Farmers and Merchants Bank, United Heritage Foundation, and more.

These granting organizations have been valuable partners as NNU has achieved the goals of past fundraising initiatives. Many also participated with funding for the recently completed Fulfilling the Promise campaign (October 2004 to March 2006), a $2,000,000 University Fund initiative (including a $1,000,000 matching gift) that raised unrestricted gifts for a number of necessary infrastructure projects prior to proceeding to the next stages of Campus Master Plan development. Exhibit 7.D.4 includes a list of the infrastructure projects funded through the Fulfilling the Promise campaign.

The most vital Foundation relationship enjoyed by NNU is that with the Northwest Nazarene University Foundation, Inc. Board of Directors. These 24 individuals are members of the Foundation Board by virtue of financial ability, business expertise, potential network of contacts, and commitment to the mission of NNU. They provide invaluable leadership and personal contributions to the development of the physical campus, the growth of the student scholarship endowment, and provide oversight for investment of the endowment fund. This group has provided the lead gift on each of the new buildings constructed since 1997 with the exception of Ford Hall, contributing over $15,000,000 in facilities and endowment-related funds.

Analysis and Appraisal
The University has made significant, sustainable progress in the development of its fundraising efforts since the 1996 full scale accreditation review and the 2001 mid-term progress report.

Donor Base
The University completed several project-by-project fundraising initiatives that assisted in increasing ongoing financial support, resulting
in an average of over $6 million per year in donor support since 2001. Of this annual amount, an average of $2.5 million is received annually unrestricted from the supporting churches of the Nazarene, $1.2 million is given to student scholarship funds both current and endowed, $300,000 is given to the University Fund, and $2 million is given to designated funds. NNU recently successfully completed a University Fund campaign to raise $2 million in unrestricted gifts for infrastructure projects. Beyond the need to fund infrastructure projects, one of the primary goals of the campaign was to utilize this opportunity to generate widespread donor participation and increase the breadth of constituency support.

Facilities
The University has constructed five new facilities since the 1996 accreditation review and acquired the former Nazarene Financial Credit Union that now houses the NNU Admissions Office and Welcome Center. The recently adopted Campus Master Plan, in support of the 10-year strategic plan, calls for further enhancements to campus facilities including the addition/remodel/upgrade to the Science Building, Student Center, and Riley Library. These projects are in large part a response to previous accreditation reviews and recommendations, addressed in greater detail in the Campus Master Plan section (Standard 8.C).

Endowment
The NNU scholarship endowment is a very important part of student financial aid support, the increase of which is one of the primary roles of the University Advancement Office. The endowment fund has sustained steady growth since the 1996 accreditation review. Growing from approximately $4 million in 1996 to currently over $18 million, the fund produced over $630,000 in student scholarship support for the 2005-06 academic year, over and above regular institutional aid. Exhibit 7.D.5 indicates the yearly actuals and percentage of returns on endowment funds.

The progress of the University Advancement efforts in the past 10 years has been very encouraging. A momentum is developing that will assist the institution in addressing the inevitable and necessary challenges of a maturing liberal arts University. These include:

- Continuing cultivation and development of relationships with potential for major gifts from individuals, businesses, corporations, and foundations.
- Sustaining growth of the University Fund, unrestricted gifts that are a component of the general operating budget. The University has recently hired a University Fund Director to give leadership to this effort.
- Upgrading of existing facilities and construction of new facilities in support of University programs. This is necessary to address academic growth and priorities, add value to the student experience, and appropriately meet the ongoing challenge of competition from peer institutions.
- Maintaining consistent growth of the student scholarship endowment to assist students in offsetting the inevitable increases in the cost of education. In addition to strong fundraising efforts, this will require proper oversight of endowment investments to protect against possible major setbacks from the investment markets.
## STANDARD SEVEN - FINANCE

### TABLE 3 SUMMARY REPORT OF REVENUES AND EXPENDITURES – UNRESTRICTED FUNDS ONLY

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
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<tbody>
<tr>
<td></td>
<td>Year 1 (02-03)</td>
<td>Year 2 (03-04)</td>
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<tr>
<td>Revenues</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Education and General</td>
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<td></td>
<td>21,512,205</td>
<td>22,884,243</td>
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<td></td>
<td>2,765,142</td>
<td>5,897,051</td>
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<tr>
<td>Transfers – Mandatory</td>
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<td>--</td>
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<tr>
<td>(Net Assets Released from Restrictions)</td>
<td>2,765,142</td>
<td>5,897,051</td>
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<tr>
<td></td>
<td>(1,289,552)</td>
<td>2,666,437</td>
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<tr>
<td>Net Excess (Deficit)</td>
<td>10,880</td>
<td>(6,575)</td>
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<td>Auxiliary Enterprises</td>
<td>3,544,408</td>
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<td></td>
<td>3,533,528</td>
<td>3,747,976</td>
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<td></td>
<td>--</td>
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</tr>
<tr>
<td>Net Excess (Deficit)</td>
<td>10,880</td>
<td>(6,575)</td>
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<tr>
<td>Net Operational Excess (Deficit)</td>
<td>(1,278,672)</td>
<td>2,659,862</td>
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*Optional for Public Institutions  **Most recent fiscal year for which audited financial statements are available  ***Budget for Current Year
### STANDARD SEVEN - FINANCE  
**TABLE 4 SOURCES OF FINANCIAL AID**

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<td>Amount</td>
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<tr>
<td>Annual Private Contributions</td>
<td>495,422</td>
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<td>(Current Scholarships)</td>
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<td>Governmental State Aid</td>
<td>92,139</td>
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<td>(ID Promise B, LEAP)</td>
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<td>Federal Aid (PELL, SEOG, WS)</td>
<td>1,212,375</td>
<td>20.03</td>
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<tr>
<td>Endowment Earnings</td>
<td>564,442</td>
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<tr>
<td>(Non-Foundation)</td>
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<tr>
<td>(Spending Allocation)</td>
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<tr>
<td>Institutional Unfunded Aid</td>
<td>3,648,992</td>
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<td>Federal Student Loans (if applicable) (New FCC only)</td>
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<td>Total Financial Aid</td>
<td>6,054,258</td>
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*Optional for Public Institutions  **Most recent fiscal year for which audited financial statements are available  ***Budget for Current Year
### Table 5: Undergraduate Enrollment, Tuition, and Unfunded Financial Aid

(From March 2006 Board Handouts)

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<td>3 Years Prior 2002-03</td>
<td>2 years Prior 2003-04</td>
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<td>Annual Undergraduate Tuition Rate</td>
<td>$14,056</td>
<td>$14,719</td>
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<td>Index*</td>
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<td>104.72</td>
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<tr>
<td>Aggregate Tuition &amp; Related Fees</td>
<td>$15,109,701</td>
<td>$15,631,851</td>
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<td>Index*</td>
<td>100</td>
<td>103.46</td>
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<tr>
<td>Unfunded Financial Aid</td>
<td>$3,648,992</td>
<td>$3,871,286</td>
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<td>(000s) Index*</td>
<td>100</td>
<td>106.10</td>
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<td>Full-time Undergraduate Student Enrollment - Fall</td>
<td>1,026</td>
<td>1,013</td>
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<tr>
<td>Index*</td>
<td>100</td>
<td>98.73</td>
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<tr>
<td>Total Undergraduate Headcount Enrollment</td>
<td>1,075</td>
<td>1,062</td>
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<td>Index*</td>
<td>100</td>
<td>98.79</td>
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<tr>
<td>Ratio of Unfunded Student Financial Aid to Undergraduate Academic year Tuition</td>
<td>24.15</td>
<td>24.77</td>
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</table>

*Use data of three years prior as base in development of 100
## STANDARD SEVEN - FINANCE TABLE 6 REVENUES

<table>
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<tr>
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<tr>
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<td>Year 1 (02-03)</td>
<td>Year 2 (03-04)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>%*</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less:</td>
<td></td>
<td></td>
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<tr>
<td>Scholarships &amp; Fellowships</td>
<td>18,916,072</td>
<td>70.94</td>
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<tr>
<td>Sponsored</td>
<td>(1,112,369)</td>
<td>(4.17)</td>
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<tr>
<td>Government Grants &amp; Contracts</td>
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<tr>
<td>Temporarily Restricted</td>
<td>522,571</td>
<td>1.96</td>
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<tr>
<td>Private Grants &amp; Contracts</td>
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<tr>
<td>Temporarily Restricted</td>
<td>3,359,137</td>
<td>12.60</td>
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<tr>
<td>Permanently Restricted</td>
<td>446,342</td>
<td>1.67</td>
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<td>Endowment Income</td>
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<tr>
<td>Unrestricted</td>
<td>78,809</td>
<td>.30</td>
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<td>Temporarily Restricted</td>
<td>320,891</td>
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<td>Sales and Service</td>
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<td>Educational Activities</td>
<td>190,351</td>
<td>.71</td>
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<tr>
<td>Realized/Unrealized Net Gains on Investments</td>
<td>(467,917)</td>
<td>(1.75)</td>
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<tr>
<td>Other (Specify)</td>
<td>1,495,658</td>
<td>5.61</td>
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<tr>
<td>Total Revenues</td>
<td>26,662,735</td>
<td>100.00</td>
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</table>

*Percentage of Total Revenues  **Most recent fiscal year for which audited financial statements are available  ***Budget for Current Year
<table>
<thead>
<tr>
<th></th>
<th>Year 1 (02-03)</th>
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<th>Year 2 (03-04)</th>
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<th>Year 3** (04-05)</th>
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<th>Year 4*** (05-06)</th>
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<th>Year 5 (06-07)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>%*</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
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<td>Instruction</td>
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<td>10,299,431</td>
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<td>10,934,156</td>
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<td>11,260,941</td>
<td>34.17</td>
<td>11,161,978</td>
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<td>133,073</td>
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<td>345,248</td>
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<td>398,665</td>
<td>1.21</td>
<td>422,316</td>
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<td>Academic Support</td>
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<td>1,852,200</td>
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<td>1,492,416</td>
<td>4.98</td>
<td>1,567,037</td>
<td>4.75</td>
<td>1,645,389</td>
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<td>Libraries</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student Services</td>
<td>2,274,661</td>
<td>8.53</td>
<td>2,327,510</td>
<td>8.03</td>
<td>2,618,971</td>
<td>8.73</td>
<td>2,749,920</td>
<td>8.34</td>
<td>2,887,416</td>
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<td>Operation and Maintenance of Plant</td>
<td>1,374,294</td>
<td>5.15</td>
<td>1,341,610</td>
<td>4.63</td>
<td>1,939,356</td>
<td>6.47</td>
<td>2,036,324</td>
<td>6.18</td>
<td>2,138,140</td>
<td>6.35</td>
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<td>Depreciation</td>
<td>1,461,657</td>
<td>5.48</td>
<td>1,524,288</td>
<td>5.29</td>
<td>1,604,560</td>
<td>5.35</td>
<td>1,684,788</td>
<td>5.11</td>
<td>1,769,027</td>
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<td>Interest</td>
<td>741,051</td>
<td>2.78</td>
<td>797,875</td>
<td>2.75</td>
<td>755,348</td>
<td>2.52</td>
<td>620,998</td>
<td>1.88</td>
<td>760,211</td>
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<td>Auxiliary Enterprises</td>
<td>2,337,750</td>
<td>8.77</td>
<td>2,413,292</td>
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<td>2,694,858</td>
<td>8.99</td>
<td>2,729,601</td>
<td>8.28</td>
<td>2,971,081</td>
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<td>Net Grant Aid to Students</td>
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<td>5.85</td>
<td>1,552,984</td>
<td>5.36</td>
<td>1,473,607</td>
<td>4.91</td>
<td>1,547,287</td>
<td>4.69</td>
<td>1,624,652</td>
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<td>Other</td>
<td>149,457</td>
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<td>20,235</td>
<td>.06</td>
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<td>Total Operating Expenditures</td>
<td>25,138,375</td>
<td>94.28</td>
<td>26,499,780</td>
<td>91.45</td>
<td>27,144,323</td>
<td>90.51</td>
<td>28,045,654</td>
<td>85.10</td>
<td>29,002,808</td>
<td>88.00</td>
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<td>Beginning Assets</td>
<td>35,265,049</td>
<td>132.26</td>
<td>36,789,409</td>
<td>126.96</td>
<td>39,267,589</td>
<td>130.93</td>
<td>42,113,547</td>
<td>127.78</td>
<td>46,759,022</td>
<td>141.88</td>
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<tr>
<td>Ending Net Assets</td>
<td>36,789,409</td>
<td>137.98</td>
<td>39,267,589</td>
<td>135.51</td>
<td>42,113,547</td>
<td>140.40</td>
<td>46,759,022</td>
<td>141.88</td>
<td>51,451,658</td>
<td>156.12</td>
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</table>

*Percentage of Total Revenues. **Most recent fiscal year for which audited financial statements are available. ***Budget for Current Year.
## STANDARDS SEVEN - FINANCE

### TABLE 8

<table>
<thead>
<tr>
<th>ACTUAL</th>
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<tbody>
<tr>
<td>Year 1 (02-03)</td>
<td>Year 2 (03-04)</td>
</tr>
</tbody>
</table>

**Assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
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</thead>
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<td>Cash</td>
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<td>2,318,257</td>
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<td>Accounts Receivable</td>
<td>1,575,266</td>
<td>1,351,167</td>
<td>1,757,383</td>
<td>1,854,990</td>
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<td>Inventories</td>
<td>89,905</td>
<td>113,185</td>
<td>134,658</td>
<td>115,755</td>
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<td>Prepaid Expenses</td>
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<td>233,496</td>
<td>373,644</td>
<td>465,377</td>
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<td>Notes Receivable</td>
<td>3,002,518</td>
<td>3,037,757</td>
<td>3,037,905</td>
<td>3,352,522</td>
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<tr>
<td>Investments</td>
<td>25,020,928</td>
<td>27,988,967</td>
<td>30,530,587</td>
<td>35,117,236</td>
</tr>
<tr>
<td>Plant and Land</td>
<td>25,033,637</td>
<td>27,257,837</td>
<td>26,925,884</td>
<td>28,544,123</td>
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<tr>
<td>Pledges Receivable</td>
<td>1,318,665</td>
<td>775,177</td>
<td>609,163</td>
<td>457,338</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Total Assets**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>60,378,954</td>
<td>63,217,669</td>
<td>65,687,481</td>
<td>74,058,942</td>
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</table>

**Liabilities**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>2,098,325</td>
<td>2,254,937</td>
<td>1,842,219</td>
<td>2,071,541</td>
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<td>Notes Payable</td>
<td>993,580</td>
<td>993,580</td>
<td>993,580</td>
<td>993,580</td>
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<tr>
<td>Government advances for student loans</td>
<td>3,098,998</td>
<td>3,149,539</td>
<td>3,110,270</td>
<td>3,262,331</td>
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<tr>
<td>Other (Specify)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deferred Revenues</td>
<td>575,690</td>
<td>276,032</td>
<td>198,518</td>
<td>294,850</td>
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**Total Liabilities**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>23,589,545</td>
<td>23,950,080</td>
<td>23,573,934</td>
<td>27,299,920</td>
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</table>

**Net Assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>15,736,634</td>
<td>18,396,496</td>
<td>20,038,299</td>
<td>24,320,862</td>
</tr>
<tr>
<td>Temporarily Restricted</td>
<td>7,922,738</td>
<td>6,586,829</td>
<td>6,913,033</td>
<td>6,139,413</td>
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<tr>
<td>Permanently Restricted</td>
<td>13,130,037</td>
<td>14,284,264</td>
<td>15,162,215</td>
<td>16,298,747</td>
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**TOTAL NET ASSETS**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
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<tbody>
<tr>
<td>36,789,409</td>
<td>39,267,589</td>
<td>42,113,547</td>
<td>46,759,022</td>
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</tbody>
</table>

*Most recent fiscal year for which audited financial statements are available  **Budget for Current Year*
## STANDARD SEVEN - FINANCE  TABLE 9  OPERATING GIFTS AND ENDOWMENTS

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (02-03)</td>
<td>Year 2 (03-04)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td><strong>Annual Gifts</strong></td>
<td></td>
<td></td>
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<tr>
<td>Operations Restricted</td>
<td>2,816,499</td>
<td>1,899,821</td>
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<tr>
<td>Endowments Exclusive of Foundation Gifts</td>
<td>446,342</td>
<td>1,133,491</td>
</tr>
<tr>
<td>Plant</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,248,415</td>
<td>6,343,606</td>
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<tr>
<td><strong>Ratio of Annual Gifts to E&amp;G</strong></td>
<td>28.55%</td>
<td>25.16%</td>
</tr>
<tr>
<td>Endowment Fund Balance</td>
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<tr>
<td>Permanent</td>
<td>12,806,566</td>
<td>13,949,716</td>
</tr>
<tr>
<td>Term</td>
<td>--</td>
<td>606,727</td>
</tr>
<tr>
<td>Quasi</td>
<td>194,239</td>
<td>699,528</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13,000,805</td>
<td>15,255,971</td>
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</tbody>
</table>

*Most recent fiscal year for which audited financial statements are available  **Budget for Current year
## STANDARD SEVEN - FINANCE TABLE 10  CAPITAL INVESTMENTS

<table>
<thead>
<tr>
<th>DO NOT INCLUDE DEPRECIATION EXPENSE</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (02-03)</td>
<td>Year 2 (03-04)</td>
</tr>
<tr>
<td><strong>Land</strong></td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>6,198,530</td>
<td>6,307,172</td>
</tr>
<tr>
<td>Additions</td>
<td>108,642</td>
<td>11,850</td>
</tr>
<tr>
<td>Deductions</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>6,307,172</td>
<td>6,319,022</td>
</tr>
<tr>
<td><strong>Buildings</strong></td>
<td>24,797,458</td>
<td>25,061,855</td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>279,679</td>
<td>177,407</td>
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<tr>
<td>Deductions</td>
<td>(15,282)</td>
<td>--</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>25,061,855</td>
<td>25,239,262</td>
</tr>
<tr>
<td><strong>Furniture and Equipment</strong></td>
<td>10,372,248</td>
<td>10,786,628</td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>414,380</td>
<td>552,228</td>
</tr>
<tr>
<td>Deductions</td>
<td>--</td>
<td>(20,687)</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>10,786,628</td>
<td>11,318,169</td>
</tr>
<tr>
<td><strong>Construction in Progress</strong></td>
<td>2,489,570</td>
<td>--</td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>9,238</td>
<td>3,016,080</td>
</tr>
<tr>
<td>Deductions</td>
<td>(2,498,808)</td>
<td>--</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>--</td>
<td>3,016,080</td>
</tr>
<tr>
<td><strong>Debt Service</strong></td>
<td>741,051</td>
<td>797,875</td>
</tr>
<tr>
<td>Interest</td>
<td>741,051</td>
<td>797,875</td>
</tr>
<tr>
<td>Depreciation (Expense) (Accumulated)</td>
<td>1,461,657</td>
<td>1,534,288</td>
</tr>
<tr>
<td>(Private Institutions Only)</td>
<td>(17,122,018)</td>
<td>(18,634,696)</td>
</tr>
</tbody>
</table>

*Most recent fiscal year for which audited financial statements is available  **Budget for Current Year
Standard 7 – Exhibits

Exhibits
7.A.1 Fulfilling the Promise: NNU at One Hundred
7.A.2 NNU Bylaws
7.A.3 Policy on Budget Management
7.A.4 Executive Summary, Fulfilling the Promise: NNU at One Hundred
7.A.5 Policy on Budget Presentations

7.B.1 NNU Pricing and Discounting Philosophy
7.B.2 Cost Comparison to Reference Institutions
7.B.3 Fitch Ratings Report
7.B.4 Official Statement for Bond Issuance
7.B.5 An Outsider Looking In on Northwest Nazarene University’s Financial Position

7.C.1 University Management and Investment Policies
7.C.2 Endowment Fund Investment Policy
7.C.3 Institution Audit Reports

7.D.1 A Context For Planning: 2002-05
7.D.2 Campus Master Planning Implementation and Assessment Policy
7.D.3 Campus Master Plan
7.D.4 Infrastructure Projects Funded through the Fulfilling the Promise Campaign
7.D.5 Yearly Actuals and Percentage of Returns on Endowment Funds
STANDARD EIGHT

PHYSICAL RESOURCES
STANDARD EIGHT

PHYSICAL RESOURCES

INSTRUCTIONAL AND SUPPORT FACILITIES (8.A.1-7)

NNU is situated on an 85-acre, park-like campus, which includes 30 separate buildings, as well as a baseball field, softball field, soccer field, tennis courts, and a track & field complex (See Campus Map, Appendix 8.1) The oldest buildings on campus date from prior to 1920, with Elmore Hall and Wiley Alumni House both built in 1917. In 1986, the Wiley Alumni House was added to the National Register of Historic Places.

Of the 30 buildings, 22 are non-residential housing structures. These 22 buildings contain all of the University’s classrooms and offices, as well as the Student Center, Prayer Chapel, Library, and Admissions Welcome Center. Eight residence halls provide a variety of residential settings, from the traditional Culver, Dooley, Ford, and Sutherland Halls, which typically house underclassmen, to the Corlett, Olsen, Kirkeide, and Holly 1000 Apartments, which provide the added amenities of apartment-style living along with the traditional benefits and convenience of on-campus living.

Since the interim accreditation visit in 2001, the University has conducted a feasibility study that resulted in the new Campus Master Plan adopted in 2004 (Exhibit 8.A.1). This plan, which was developed to align with the University strategic plan and institutional outcomes, has served as the lodestar for facilities planning at NNU.

Five new buildings have been built since 1996—Brandt Fine Arts and Convocation Center, Little Prayer Chapel, Ford Hall, Helstrom Business Center, and a 50,000 square foot addition to Johnson Sports Center—Two athletic fields, Halle Softball Field and the Track & Field Complex, have been constructed. More recently, two new parking lots were constructed, internal streets removed and replaced with landscaping and sidewalks, and a wrought iron perimeter fence built to both enhance the “look” of the campus as well as provide increased security for the campus community.

Planning is underway for the next building to be constructed, which will be an addition to and renovation of the existing Science Building. The details surrounding the planning processes related to this new building are explained below.

The instructional facilities at NNU are sufficient and adequate to allow the fulfillment of the institution’s mission and goals. Since the last accreditation visit, NNU has expended considerable effort to address the reality of aging facilities, some with significant repair and renovation needs. The most recent tri-annual facilities audit of the campus conducted in 2004 (Exhibit 8.A.2), assisted the University in allocating resources to the repair and renovation, or in some cases, demolition of campus facilities. This process assisted the University in prioritizing which buildings receive attention first, and in determining which buildings simply need to be demolished and replaced. This audit process was integral in prioritizing the areas of greatest need.

The University has approximately 600,000 square feet of usable academic space spread among 22 buildings. The specific square footages of these buildings are provided in Appendix 8.2. In 2002, the 26,000 square foot Helstrom Business Center was constructed to serve as a dedicated instructional facility. A 50,000 sq. ft. fieldhouse expansion recently made the Johnson Sports Center one of the finest athletic facilities in the Northwest for an institution of NNU’s size and character. Perimeter fencing, additional lighting, and the construction of two new parking lots surrounding three of the residence halls added to the safety of the students.
Prior to 1998, other than performing basic maintenance, very little had been done to upgrade the instructional facilities on campus. While the instructional buildings served their designed purpose, over time they were degrading and in need of attention. Since 1998, most of the instructional buildings received upgrades as part of a plan to reduce the amount of deferred maintenance at NNU. These upgrades include new roofing, updated lighting (as part of an energy conservation plan that demonstrated energy savings adequate to underwrite the cost of the changes in fewer than five years), and upgraded landscaping and irrigation systems. Building exteriors either benefited from a new finish or will be refinished in the next few years as a part of the Campus Master Plan. The Fulfilling the Promise University Fund campaign is currently underway and provides funding for a variety of campus infrastructure issues including facilities improvements (Exhibit 8.A.3).

As new programs are approved or designated as “Programs of Promise,” facility improvements are being made to ensure the success of these programs. The second floor of Emerson Administration Building was remodeled and renovated to provide offices and classrooms for the Nursing program. A poorly used attic in the Fine Arts Building was renovated to create an “Art Loft” that serves as an art classroom for the Art Department. The basement of Wiley Learning Center was remodeled and renovated to provide the growing Mass Communications program with a Bungalow and TV Studio. As a part of these renovations, so that art students can be accommodated better while taking photography courses, the photography darkroom was relocated from the basement of Wiley Learning Center to the basement of the Fine Arts Building.

There are currently a sufficient number of classrooms on campus; however, there appears to be a growing need to provide more classrooms that will hold 40-75 students. It is anticipated that with the increase of the student-faculty ratio, the need for additional classrooms of this size will increase. A study is presently underway to further evaluate this issue. In addition, this issue is informing the early planning that is underway concerning construction of the next building on campus.

Faculty office spaces are typically assigned by school deans with the approval of the Office of Academic Affairs and are presently located near the primary classroom locations where the faculty members teach. In recent years, the addition and expansion of several graduate programs necessitated the use of University-owned houses bordering the campus for office space. In addition, the Graduate Counseling program is presently housed in a modular unit that has a temporary permit that will expire in 2008. Consequently, a planning process has recently begun to identify space for the Counseling program beginning in the summer of 2008.

Institutional Furnishings
Following the last accreditation visit, the campus institutional furnishings were judged to be generally not new, but serviceable. Considerable effort over the past few years improved this situation with several instructional buildings (primarily Elmore Hall, Helstrom Business Center, and Johnson Sports Center) now featuring state-of-the-art furnishings and fixtures. Older buildings, such as the Fine Arts Building, Wiley Learning Center, and Emerson Administration Building, also benefited from renovations and upgrades (as described in Standard 8.A.2). While the need for improved furnishings continually remains on the “wish list,” the situation dramatically improved over the last five to seven years.

When new facilities are constructed or buildings are renovated through capital projects, the construction budgets are set with the intent to acquire upgraded furnishings with capital funds allocated for the project. This practice is evidenced in the Helstrom Business Center and the Johnson Sports Center.

The University furnishes faculty, staff, and administrative personnel offices with desks, chairs, phones, storage and filing systems, computers, and access to the campus computer network allowing them to perform their assigned
duties effectively. Some part-time employees, adjuncts, and teaching assistants share office space and have access to computers, Internet, email, and support. The decisions regarding the nature of office space provided to non-full-time employees are made on a case-by-case basis, often by the department where the part-time employee works.

Changes and improvements of furnishings in existing buildings are funded in one of several ways. As indicated earlier, furnishings are enhanced as part of new construction and renovation of existing space. In addition, funds are set aside annually to address classroom furniture upgrades, Library furnishing upgrades, and residence hall upgrades. Classroom furniture prioritization is undertaken by the Deans’ Council. Residence hall upgrades are prioritized by the Vice President for Student Development in conjunction with the Director of Residential Life. Library furnishing upgrades are evaluated by the Library Director. Funds are also set aside each year for plant expenditures. The use of these funds is managed by the Vice President for Financial Affairs and the Director of Operations after receiving input from various members of the campus community. Final decisions on plant expenditures are prioritized by the President’s Cabinet. The University has engaged a local architect, who for the past several years not only prepared all plans for new construction but also assisted with the facilities audit and the drafting of specifications for furnishing new and remodeled space, after consultation with the affected departments.

Management, Maintenance, and Operation of Facilities

The Environmental Services Department reports directly to the Vice President for Financial Affairs and is headed by the Director of Operations. The Director of Operations oversees two full-time supervisory employees who focus on the custodial, grounds, and skilled trades necessary to maintain the day-to-day operations of the campus. NNU contracts with ARAMARK Corp, a Pennsylvania-based private firm with expertise in the management of educational facilities. The contract for ARAMARK is available for inspection in the Office of the Vice President for Financial Affairs.

The two supervisors of Environmental Services are employees of ARAMARK, but report to the Director of Operations and, for all practical purposes, function as employees of the University. This relationship provides access to training, MSDS expertise, and ARAMARK mass purchasing power, as well as access to updates and expertise in the form of the two full-time supervisors.

The custodial functions of the University are performed by a mix of full-time staff employees and part-time student employees. Similarly, the grounds staff is currently comprised of two full-time positions and is supplemented by student employees in the spring and fall. The skilled trades are performed by six full-time employees. During the summer, this workforce is augmented by local volunteers, visiting church groups, and local temporary employees to perform work necessary to prepare for the coming school year.

The Environmental Services facilities include an office and shop building, as well as a building that houses a University coach bus, a fleet of mowers, and other miscellaneous rolling stock. Major equipment used to maintain the campus includes a Case backhoe, John Deere Turf Tractor, dump truck, forklift, and a 65-foot "zoom boom" man-lift.

Environmental Services policies and procedures are located in the Environmental Services building on the south side of the campus. The procedures closely follow those recommended by ARAMARK, which were developed for similar institutions of higher learning and modified as necessary to satisfy the needs of the institution. In addition, a complete set of MSDS's for chemicals used on campus is maintained on-site. Blueprints and schematics for buildings and related equipment are also maintained on-site and are available for ready access.

Environmental Services utilizes the ISIS work order scheduling software system provided as a part of the contract with ARAMARK. The
system generates weekly, monthly, quarterly, etc., work orders covering routinely-scheduled and preventive maintenance. Such maintenance is now programmatic and includes fire extinguishers, fire alarms, elevators, HVAC (Heating, Ventilation, and Air Conditioning) systems, and similar safety and equipment requirements. All ongoing maintenance activities are now pre-scheduled and work-orders are programmatically generated.

All requests for non-repetitive work by campus customers are entered into the ISIS work order system, prioritized, and assigned for completion. The Director of Operations frequently checks on the aging and backlog of work orders to determine that the work orders are being completed in a timely manner and that an acceptable level of customer satisfaction is being achieved. When a backlog is at an unacceptable level, decisions are made to outsource certain orders or develop other strategies to regain schedule condition.

The summer months, and to a lesser degree the Christmas break, represent an opportunity to perform more detailed, intensive maintenance activity. During the three-month summer period, carpets and bathrooms across campus are deep-cleaned, the interiors of residence halls are painted, and major maintenance is performed on equipment as necessary. The hardwood gym floors are completely refinished twice a year as is the case for high traffic hard and soft surface floor areas across campus.

“Make or buy” decisions are made by Environmental Services staff based upon the incoming workload and the complexity of the content of the requests. Generally speaking, smaller, quick-response jobs are handled by the Environmental Services staff. Larger, more complex, and time consuming tasks are contracted with outside parties. Since it is difficult for the University’s staff to maintain the required licenses and code competencies, HVAC, electrical, and complex plumbing are routinely outsourced. NNU has an excellent cadre of skilled contractors in the community to perform tasks that are beyond the University’s scope or capabilities.

Health and Safety and Access by the Physically Disabled
Facilities are constructed and maintained with due regard for health and safety of, and for access by, the physically disabled. All new buildings constructed on campus are built to local handicap access code, and have been for the past 10 years. In the last three years, under the direction of the Operations Sector and with emphasis from the Safety Committee, handicap access to campus areas and facilities was improved. The campus contains more handicap parking spaces than is required by local building codes, and typically handicap parking is available near each of the primary buildings throughout the day. After surveying mobility-impaired personnel and students, the University is in the process of making sidewalks and intersections accessible, and is working to improve approaches to buildings as time and resources allow. Additionally, automated handicap access doors are being placed in building entrances as the funding is available.

Preventative Maintenance
In the last several years, the University developed programs that make regular checks and servicing of all areas and equipment on campus related to health and safety concerns. The Environmental Services Department instituted a Preventive Maintenance Program (PMP) for maintaining equipment such as boilers, sump pumps, elevators, fire extinguishers, and emergency lighting (Exhibit 8.A.4). These regular checks serve to verify that the equipment is performing within standard parameters, and that there is no apparent damage or other developing issues with the equipment that could affect the safety and/or health of people on campus. Specialty equipment such as fire extinguishers, sprinkler systems, and elevators are additionally examined by certified outside contractors on a monthly to annual basis to verify compliance with local, state, and federal codes. All elevators on campus are in the process of being upgraded to comply with new state regulations.

Beginning in the spring of 2000, the Safety Committee began a program of annual inspections for each campus building and
surrounding grounds including an assessment of access for the physically disabled. During these inspections, teams of committee members examine each building and area on campus for safety, health, and physically disabled access issues based on provided checklists. All issues are reported to the Safety Committee. The checklists are sent to the Campus Safety Officer for review and processing to assure that any problems are corrected. Corresponding work orders or safety-related email notices are sent to areas needing to correct the safety issues.

The PMP is working, yet it is a challenge to maintain the program consistently in areas not directly associated with critical health and safety projects. Other demands frequently take Environmental Services personnel away from the routine checks and monitoring programs of the PMP. With the Safety Committee inspections, some of these issues are discovered and work orders to support the PMP are subsequently submitted to Environmental Services for inspections and/or corrections.

Emergency Planning
The institution strives to be able to respond effectively to and recover from the possible emergencies and/or disasters that may impact the University. Through the Office of Environmental Safety and Health and the Safety Committee, NNU is working on a Comprehensive Emergency Management Plan (CEMP) since 2004 (Exhibit 8.A.5). This overall plan for campus response was completed and approved by the President’s Cabinet in the fall of 2005. The incorporation of the CEMP planning, training, and response elements is in process and is being coordinated through the Office of Environmental Safety & Health in conjunction with the Safety Committee, Student Development, Food Services, the Department of Nursing, and the Public Health District.

To further help prepare the University for potential crisis situations, an Epidemic/Pandemic Plan and a Business Continuity Plan are also in stages of development under the direction of the Offices of Financial Affairs and Environmental Safety and Health and the Safety Committee. Information Technology and the Registrar’s Office are currently drafting processes and procedures for vital records recovery.

Off-site Facilities
Until several years ago, virtually all academic programs were offered on campus. In 2004, the School of Business began offering the last two years of the nontraditional undergraduate curriculum in Business (the “STEP program”) and the MBA program in a “Class A” office building in Boise. This space is leased pursuant to a five-year lease with two options to extend, each for an additional three years. Computer teaching stations, data projectors, and SMART Boards were installed in all three classrooms in this off-campus space. This is excellent space and is fully appropriate for these programs. This off-site facility is equal to, or better than, many of the University’s present on-site facilities. Increased use of this space is anticipated for continuing education courses, in addition to use for graduate education and the STEP program.

On occasion, the University leases classroom space from College Church of the Nazarene, which is located adjacent to the campus. These classrooms are sufficient to meet the temporary instructional needs of the campus. Portable technology is set up for instructional use by the NNU Media Technology Department as necessary.

Analysis and Appraisal
The University encounters many of the same issues that most colleges and universities encounter with regard to their facilities and furnishings. The NNU campus includes several aging buildings that necessarily require a higher level of maintenance than the campus’ newer buildings. In addition, these older buildings often include HVAC and electrical systems that are less energy efficient than newer buildings. Since the last accreditation visit, the institution began to address these various deficiencies and both updated and implemented the Campus Master Plan and implemented the Facilities Audit Review process to seek to remedy these conditions.
The University addressed these issues by razing some of the older buildings that were determined to be incapable of cost-effective renovation and replacing them with new buildings. Examples of this approach are the demolition of Chapman Hall replaced with Ford Hall, the demolition of Mangum Hall replaced with the Helstrom Business Center, and the demolition of Morrison Hall replaced with the acquisition (via gift) of the Holly 1000 Apartment Complex.

The University also addressed these issues by renovating some older buildings, such as the Student Center, portions of Emerson Administration Building, and implementing the energy conservation initiative that affected many buildings on campus. The energy upgrade project was determined to create such a significant savings through lower future energy costs that the Board of Trustees not only funded the cost to implement the energy upgrades, but also funded the replacement of the oldest roofs on campus with funding amortized by the energy savings. Even with the addition of the roofing costs, the total costs of the energy upgrades and the roof replacements will be fully amortized through reduced energy expense in fewer than 10 years.

There is an ongoing need for the University to continue to upgrade its facilities. The Science Building, built in the 1940’s, has had no significant renovations and remodeling since its original construction. The Science Building houses the science programs and several nursing classes and is in need of upgrades to its existing facilities and furnishings. In light of the historical strength of the science programs at NNU, these facilities must be addressed in the near future in order to prevent a negative impact on the future of the University’s Science programs. In addition, instructional space in the Emerson Administration Building is inadequate to meet the needs of the rapidly growing nursing program. The University’s ability to provide the Nursing program with adequate space will allow NNU to serve a larger number of students interested in entering the field of nursing in the future.

The University’s move to increase its student-faculty ratio is likely to result in the growth of the number of classes with 40-60 students; however, the institution presently has few classrooms capable of handling classes of this size. As a result, the University is in the very early planning stages of evaluating construction of a new building that will house science labs and/or additional classrooms, and/or renovating and remodeling the existing Science Building. Such a plan will seek to provide additional state-of-the-art space for the Science and Nursing programs, as well as expand the number of classrooms able to handle 40-75 students.

The University’s Preventive Maintenance Program is challenged by the fact that the Environmental Services Department does not always have adequate time to monitor and maintain equipment efficiently within its own area in regard to safety. The Safety Committee inspections of Environmental Services have at times identified shortcomings. Increased attention is being directed to these issues, but adequate time to devote to them remains a constant challenge.

**EQUIPMENT AND MATERIALS (8.B.1-3)**

NNU has adequate equipment of various types to achieve its educational mission. Equipment purchases, upgrades, and replacements are generally accomplished through departmental operating budgets. Specific need requests are made through the planning and budgeting process. In addition, the Vice President for Academic Affairs has oversight of an academic equipment fund that is used for special equipment purchases for departments within the academic schools. These funds are allocated through the Dean’s Council and are used primarily for “one-time” larger item equipment purchases.

While there is always a need for more academic equipment, generally speaking, the equipment on campus is sufficient in quality and amount for departments to facilitate the achievement of educational goals and objectives of the institution. The Mass Communications program was the benefactor of several major equipment donations from local media agencies to
supplement program start-up funds. The Music Department negotiated a piano exchange with a local music store that provides the music labs with new pianos every one to two years at no cost to the University. This program is extremely beneficial to the Music program. The Art Department set up a networked Apple Macintosh computer lab for use with its graphic design program. This lab allows the department to teach its students in the identical environment used in many graphic design studios where graduating students will be seeking employment. The Kinesiology Department enjoys a new facility and a quantity of new equipment purchased with academic equipment funds in conjunction with the opening of the Johnson Sports Center facility.

The Biology, Chemistry, and Computer Science Departments at NNU purchased large and small equipment with funds from multiple grants to facilitate undergraduate research and curriculum reform. Using grants from the National Science Foundation and the M. J. Murdock Charitable Trust, a Varian 300 MHZ Nuclear Magnetic Resonance Spectrometer was purchased and integrated into the Chemistry curriculum. Funds from the National Institutes of Health-INBRE grant were used to support undergraduate biomedical research and bioinformatics instrumentation. These instruments included an Apple Mainframe computer for Computer Science/Bioinformatics, a high speed centrifuge, Microscope, and PCR Thermal Cycler for Biology. All of this equipment is utilized for both undergraduate research and teaching laboratories.

Computer infrastructure and equipment are abundant on campus and include computers in all personnel offices, a “port for every pillow” in residence halls, and a wireless computer network that covers the entire campus. Every building and residence hall on campus is linked with fiber optic and CAT-5 cable. Six computer labs located in the Wiley Learning Center, Helstrom Business Center, the Science Building, and Riley Library provide over 100 networked computers for student use. Instructional technology is also abundantly available in campus classrooms (Exhibit 8.B.1). All classrooms have overhead projectors and screens. In addition, all of the campus classrooms have VCR/TV capabilities and 48 of the 53 regularly scheduled classrooms have data projection as well as DVD viewing capabilities. The remaining five rooms can be set up with a portable data projector and laptop computer when necessary. Four conference rooms also have installed data projectors. In addition, 24 classrooms and 3 conference rooms have electronic interactive SMART Boards or SMART Symposia available for instruction. All three of the Boise classrooms in the C.W. Moore Plaza also have installed data projectors and SMART Boards. The Media Technology Department also maintains a large inventory of portable audio/visual and multimedia equipment that is made available as necessary for instructional and co-curricular use.

A campus Print Shop and 33 academic copy machines located in various departments and buildings across campus serve the copying needs of the campus. The Print Shop contains a high speed Xerox Document Centre, a Risograph printing press, a color copy machine, and other necessary copy center machines including a folding machine, paper cutter, and bindery equipment. The academic copy machines include 28 black and white copy machines and 5 dual color/black and white machines. All of the copy machines have the appropriate copy speed and features to meet departmental copying needs.

The campus Mailroom adequately provides mail service to the University’s students and employees. The recent addition of a new postage machine and a new scale, along with access to the campus computer network, provides the equipment necessary to allow the mailroom personnel to be able to provide all necessary services to the campus community.

Environmental Services’ rolling stock is in the best condition in years with a new (used) pick-up, newer mowers, a re-conditioned service van, an over-hauled backhoe, and recently acquired man-lift and dump truck. The department also
has three 12-passenger vans, utility trailers, and a 47-passenger bus for use by NNU athletic teams, music groups, and forensic teams. Donors and friends of the University have made much of this incremental improvement possible.

**Equipment Maintenance**

Each department on campus is responsible for maintaining its own equipment. Budgeting for replacement/upgrades is accomplished annually and funds are allocated as required. In addition, budget lines entitled “Art Equipment,” “Academic Equipment,” and “Academic Facilities” are included in the annual budget. Although these budget lines are not large, they provide funds to the academic sector to address annual equipment needs, whether related to acquisition or maintenance. The Art Equipment budget line is expended as determined by the Art Department, and the Deans’ Council makes decisions regarding how the Academic Equipment and Academic Facilities budget lines are allocated annually.

The Information Technology Department schedules upgrades of instructional, office, and departmental computers on a rotating basis as outlined in the Computer Replacement Policy (Exhibit 8.B.2). A replacement plan for large infrastructure items has been proposed to the Technology Advisory Group. At the time of this printing, no any formal allocations to fund that plan have been made. The replacement of larger items and the upgrade of the infrastructure are currently being done as needed through special requests to the President’s Cabinet. The Media Technology Department schedules upgrades of classroom technology on a rotating basis as outlined in the Data Projector Replacement Plan (Exhibit 8.B.3). Data projectors are also serviced on a regular basis and projection bulbs replaced as necessary.

Annual maintenance contracts are used to maintain specific equipment items on campus such as laser printers in departmental offices and the Risograph printing press in the Print Shop. The Xerox Document Centre and academic copy machines have maintenance contracts negotiated into the lease agreements.

Environmental Services has a deferred maintenance plan in place and performs planned, scheduled maintenance on equipment and machinery as required (Exhibit 8.B.4). A database is maintained to log appropriate information for planned, scheduled activity. Equipment that is beyond repair or that is no longer needed is sold, if possible, or otherwise disposed of. Notice of such dispositions is given to the Business Office so that appropriate adjustments may be made in the University’s listing of equipment.

With no central purchasing department on campus, NNU has found it impossible to formally inventory all University equipment. However, since departments are intimately involved with the acquisition of equipment used in their area, these same departments maintain informal inventory oversight over the equipment in their areas. In addition, all capital purchases are reviewed annually by the controller and assistant controller as part of the year-end closing procedures. Individual campus departments are generally careful to report the disposition of equipment in their areas to the Business Office.

There have been isolated cases of theft of equipment from departments and classrooms. Consequently, instructional technology equipment located in each classroom was secured against theft. In addition, more classrooms are being secured when not in use, and members of the campus community are paying closer attention to unknown individuals in classrooms and other areas where equipment is located.

**Management of Hazardous Materials**

Use, storage, and disposal of hazardous materials are in accordance with the institution’s prescribed procedures. The Safety and Chemical Hygiene Office was created in September 1998 to oversee these issues and help maintain a safe environment for the entire campus community. The Office (now referred to as the Office of Environmental Safety and Health, or ES&H) is responsible to the academic sector of campus for response to and development of programs concerning safety
issues faced in the sector from both internal and external sources including federal, state, local, and associated educational perspectives. The office, presently staffed by a half-time employee, is responsible for all planning aspects of emergency management, chemical health and safety, workplace safety, and environmental safety (as defined through OSHA, EPA, Department of Homeland Defense, and other applicable state and federal regulatory groups).

Since the inception of the office, the Chemical Hygiene Officer (CHO) portion of the position has been responsible for developing and monitoring systems for disposal, storage, and use of hazardous materials in all areas of campus. For the academic sector, this effort is primarily focused on the areas of Art, Biology, Chemistry, Psychology, and Physics. There is additional coordination through the CHO for disposals from the Environmental Services Department. More specifically, since 1998 the stock of hazardous materials that are no longer in use in the Academic sector is disposed of to various extents each year. The first disposal was from the Chemistry Department in the summer of 1998, and subsequent disposals were under the responsibility line of the CHO portion of the ES&H position, with funding for such disposals coming from a variety of sources. As of 2004-05, the budget for chemical waste was increased by $3,000, allowing for an increase in the disposal of excess chemicals in stock. Thus, the CHO, in conjunction with area teaching assistants and professors, continues to identify items that are hazardous and no longer in use. The most hazardous of those items are selected for lab pack disposals each year. This reduction of excess stock was accomplished in the Psychology and Art Departments prior to the budget increase, and is ongoing in Chemistry and Biology. Additionally, NNU has an ongoing hazardous waste program in the Departments of Art, Biology, and Chemistry for specified waste streams. These are the collections of hazardous waste from studio or lab work that need to be disposed of per OSHA and EPA standards. The University periodically requires all faculty and staff to undergo training in chemical and campus safety.

It is notable that in September 2003, an unannounced Idaho Department of Environmental Quality (DEQ) inspection of the NNU hazardous waste program (under the auspices of the Regional EPA, as part of a country-wide inspection of all colleges and universities) was passed with no violations or warnings rendered against NNU. Through the system developed, NNU maintains a “Conditionally Exempt Small Quantity Generator” status by the Resource Conservation and Recovery Act (RCRA) standards since the initial disposals in 1998.

Currently, two documents are used on campus to address the programmatic issues dealing with hazardous substances. The Academic Safety and Chemical Hygiene Plan (Exhibit 8.B.5) provides the academic sectors with policies and procedures for the proper use and storage of hazardous materials for academic areas. The second document, the Hazard Communication Program for campus facilities (Exhibit 8.B.6), is maintained and directed by the Director of Maintenance as part of the ARAMARK contract for maintenance and custodial management on campus. This document is primarily for campus facilities that do not deal with the specialized risks of the academic departments that handle hazardous materials as described above. This portion of the use, storage, and disposal of hazardous materials is overseen in conjunction with the Safety Officer as an active reference for NNU, but is “housed” completely within the Environmental Services Department, as it is those personnel directly affected by and trained according to that program.

Analysis and Appraisal
While there are still significant needs related to academic equipment, the needs are not limiting the mission of the University. Many of the University’s classrooms were initially equipped with computer stations, data projectors, and electronic SMART Boards via a substantial grant from the J.A. & Kathryn Albertson Foundation, as well as building and program start-up funds; however, the necessity of allocating funding for the maintenance of this equipment and replacement of bulbs was not initially considered. Over the past few years,
this caused some challenges in keeping the equipment in these rooms upgraded and functioning properly, especially since faculty members adapted their teaching methods to become more dependent on this equipment. The University recently established a more regular funding method for the replacement of older data projectors, as well as for bulb replacement. In addition, all classroom computers are now replaced on a rotation system, assuring that no classroom computer becomes obsolete.

Community partnerships provide an important source for obtaining equipment for use in the Environmental Services area. Recently, the University was able to acquire a used dump truck in good condition as a donation from a local business, and a man-lift and service van were acquired from a government surplus center. As a result, the equipment in the Environmental Services area is as good as it has been in many years.

In regard to hazardous materials management, the biggest challenge is the apparent disconnect between the use and storage planning and training aspects of hazardous materials management and the waste disposal of such items. As indicated previously, the waste disposal program is working well, as evidenced by the results of the September 2003 unannounced visit of the Idaho Department of Environmental Quality (Idaho’s arm of the EPA), which found no issues. However, development of the formal programs required for safety and chemical hygiene in the academic sectors continues to be a challenge. Greater personnel and financial resources will likely be necessary to bring the plan to completion and accomplish the training.

With the current workload already assigned to the faculty in particular, it is a challenge to help the faculty appreciate the need to develop or maintain a program for safety and chemical hygiene beyond what is established for the handling of wastes from the affected programs. An issue that the institution needs to resolve is whether it is reasonable to expect that the half-time position of Safety and Chemical Hygiene Officer provides sufficient time to support the academic areas in program development and training.

**PHYSICAL RESOURCES PLANNING (8.C.1–4)**

The physical development of the NNU physical campus is addressed in detail in the revised Campus Master Plan document approved by the Board of Trustees in November 2004. This document is in part an outcome of an in-depth feasibility study completed in November 2003 and is intended to augment and support the fulfillment of the 10-year NNU strategic plan, improve the campus physical image, increase safety and visibility, promote quality growth and change in the surrounding neighborhood, and assist NNU in being a resource to its host community.

The revised Campus Master Plan was developed based on important determinations from both current and historical data, and a number of necessary assumptions about the character of the University going forward:

- NNU will remain a destination, residential campus as a primary method of accomplishing its mission to the liberal arts undergraduate core.
- For planning purposes, an undergraduate student enrollment of 1250 headcount was assumed at an annual growth rate between 1-2%.
- Graduate school enrollment will continue to be a growth market with an annual growth rate of 5%, bringing graduate enrollments to 665 by the year 2013.
- It is important that the Campus Master Plan reflect NNU’s cultural heritage and ongoing mission.
- Development of the physical campus will promote a pedestrian-friendly campus and attempt to protect open spaces as much as possible. The Campus Master Plan document refers to open space as an “ethos….and an important aspect of the future development of our 85 acre campus.”
- Continued improvement of NNU’s image, visibility, safety, and security
PHYSICAL RESOURCES

will be important objectives of the Campus Master Plan.

- The Campus Master Plan will provide intentional support for the first of the 10-year strategic plan Objectives, “Focusing and Enhancing Academic Facilities,” with provision for adequate academic facilities.

In preparation of the revised Campus Master Plan, the University was guided by a number of important criteria, among which were the three-year audit of existing facilities; a review of bond and debt service status; the observations and directives of previous accreditation reviews; the results and conclusions of student recruitment, retention, and satisfaction surveys; an assessment of peer institutions; the interactions between the Nampa community and the University; the potential for site acquisition within the University impact zone; and the availability of funding for potential projects and initiatives. The conclusions of this in-depth analysis produced six campus facilities priorities approved by the Board of Trustees for inclusion on the NNU revised Campus Master Plan. These campus facilities priorities include the following (in no particular order): Science, Nursing, Library, Student Center, Religion/Theology, and Learning Center. The rationale for these facilities priorities is included in Exhibit 8.C.1.

As summarized in the revised Campus Master Plan document, “this Campus Master Plan will greatly enhance campus life by beautifying and modernizing campus facilities and providing much needed space for growing programs. Development of the Campus Master Plan is essential to institutional growth, health, and to the support of the 10-year strategic plan” (p. 16).

Funding for capital projects since 1995 came primarily through fundraising from individuals, businesses, corporations, foundations, and other granting institutions with some support for the Ford Residence Hall and the Brandt Fine Arts and Convocation Center being provided through bond issuance. NNU, as a private liberal arts university, does not receive any revenue from the state legislature. Its success with capital projects is dependent on the continued cultivation of private revenue sources.

As the institution considers the development of the Campus Master Plan in support of the 10-year strategic plan, the University will make every effort to build new facilities and remodel existing facilities without incurring additional debt. Current internal guidelines and policy require that approximately 80% of the cost of a new project be pledged or in-hand before beginning construction. The ongoing increase in the breadth and depth of the donor base provides optimism regarding the success of future capital projects. Lead gifts are in the process of cultivation and/or receipt for at least two of the priorities identified in the cross-campus facilities feasibility study. The University anticipates the announcement of upcoming capital projects by the time of the 2006 accreditation review.

Additionally, the University is encouraged by the possibility of an added capital project revenue source in the form of federal Congressional Appropriations. Two of NNU’s sister institutions, Mount Vernon Nazarene University and MidAmerica Nazarene University, have recently been successful in this regard. Following exhaustive research and consultation, NNU entered into a contractual agreement with a congressional lobbying firm, Russ Reid and Associates, in November 2005 for the primary purpose of securing funds from the next appropriations funding cycle to assist in upcoming capital projects.

As indicated in 8.A. above, all new construction over the past 10 years addressed accessibility and is in conformity with local building codes that incorporate handicap accessibility issues. In addition, the University took intentional steps over the last three to four years to increase accessibility on campus, both outdoors and into buildings.

Campus safety and security are an ongoing focus as the University adapts to a changing culture. The University recently partnered with the City of Nampa to locate a police substation adjacent to the campus and has installed phase one of a perimeter fence to assist NNU security.
personnel in monitoring and controlling campus entry points. Additionally, the University is planning for the installation of a key card access system for student residential housing to increase the security of the students and further support necessary and appropriate control of access. The first phase of this system will be implemented in the fall of 2006.

Upon completion of the Helstrom Business Center (spring 2002) and the subsequent beginning of construction on the Johnson Sports Center (summer 2003), the University initiated an inclusive process that involves a wide participation of individuals and groups important to the development of the NNU campus. This established planning process provides a model for future planning and an opportunity for ownership and understanding by faculty, staff, administration, and trustees concerning the way in which facilities priorities develop.

A cross-campus Facilities Assessment Committee formed in January 2003 with the expressed purpose of developing a representative list of campus facilities needs and a recommendation to the Board of Trustees for a process and methodology to determine future facilities priorities. This committee utilized a campus survey to compile a list of 13 potential capital projects exceeding $500,000 and developed a weighted matrix system that incorporated scoring evaluation on several key facilities evaluation components such as potential for constituent donor participation, needed support for academic programs, impact on student recruitment/retentions, and the results of the three year facilities audit. The potential capital projects identified, as well as the priorities evaluation system, were presented to the NNU Board of Trustees at their March 2003 meeting without further attempt at prioritization. The Trustees received the report and evaluation system and requested that the matrix system be incorporated and a full facilities feasibility study be completed.

The Capital Campaign Feasibility Study was completed and approved by the Board of Trustees at their November 2003 meeting (Exhibit 8.C.2). This feasibility study thoroughly assessed the potential for projects by evaluating such criteria as results of the facilities audit; future bond and debt service status; potential for donor support of specific capital projects; status and impact of local, state, regional and national economies; the impact of NNU accreditation recommendations; student satisfaction surveys; the role of competition from peer institutions; safety and security; and campus aesthetics and beautification among other criteria. Out of this process, six facilities priorities in some form of remodel/addition/new construction were authorized by the Board of Trustees for inclusion in the Campus Master Plan.

Once there is confidence that capital funding is available through the sources previously described, planning for the proposed facilities improvements necessarily involves those who will utilize the building, including the formation of building committees and user groups to make recommendations to architectural consultants. Systems and processes are established to keep the campus community informed and engaged. The actual construction of the facility is a partnership between two sectors, the Office of University Advancement and the Office of Financial Affairs, which houses the Environmental Services department. University Advancement primarily oversees fundraising components and accompanying donor relations issues including the general look, feel, and programs housed in a given facility. The Financial Affairs Office provides oversight for actual construction of the facility including all technical specifications.

**Analysis and Appraisal**

Prior to and during the last accreditation self-study period, NNU identified a number of campus and facility planning issues in need of focused attention. No new buildings had been constructed on campus since 1972, some departments had outgrown existing space, and the University was in need of an updated Campus Master Planning Policy and planning documents. The campus was aging and in need of modernization, and its long term planning was inhibited by the location of a park owned by the City of Nampa in the heart of the campus.
Additionally, a major north/south traffic arterial bisected the campus. Since the last accreditation visit, NNU developed appropriate planning procedures and policies to address identified issues, created a method of assessing and evaluating facilities priorities, and systematically and aggressively upgraded campus facilities and environs, making dramatic progress that has set the stage for future development and fulfillment of the current *Campus Master Plan*.

An assessment and evaluation of student housing revealed a need for additional subsidized married student housing. In response to this need, the Kirkeide Apartments were completed in 1995, providing 24 one- and two-bedroom apartments. Six additional two-bedroom units were added to this complex in 2006. In December 2003, the University further enhanced its residential housing inventory with the addition the Holly 1000 Apartment Complex that includes 20 two-bedroom apartments. This property, given to NNU through a Charitable Trust agreement, added up to 80 beds at a location in close proximity to the campus and helped address a student desire for more apartment-style living space. Since the time of the gift, the units were added to the campus phone system and equipped with wireless Internet access.

Prior to 1995, Holly Street was a primary north/south arterial that bisected the campus, creating a number of safety and planning concerns, heightened by increased traffic from a growing population in Nampa. Believing that this issue was a major inhibitor of future campus planning, the University worked with the City of Nampa to purchase 52 properties surrounding the campus to enable the re-routing of Holly Street around the campus. Completed in 1996, this project alleviated traffic through the campus and formed natural campus boundaries to the east and south. As a part of the Holly Street re-routing project, NNU further worked with the City of Nampa to obtain Kurtz Park, a large parcel of land in the heart of campus directly to the east of the former Holly Street and the present location of the Brandt Center, enabling the development of a comprehensive *Campus Master Plan*.

Positive and mutually beneficial relationships with the City of Nampa were developed in the course of re-routing Holly Street and the subsequent transfer of Kurtz Park to NNU. In this same spirit of cooperation, NNU believed it was appropriate to plan the first significant building constructed on the campus since 1972 as a facility that would not only benefit the campus, but also provide benefit to the host community for generations to come. With this in mind, the Brandt Fine Arts and Convocation Center was completed in the fall of 1997. The building is not only a marvelous campus focal point and the host of countless campus events, but its 1,500 seat Swayne Auditorium provides a venue for many community events from local high school graduations to the six annual Boise Philharmonic performances.

Ongoing evaluation regarding efficiencies in student recruiting and retention indicated a need for updated on-campus student housing, particularly for incoming freshmen. With this in mind, the Board of Trustees approved the construction of Ford Hall, a state-of-the-art 200-bed residence hall encompassing 65,496 square feet. The facility was completed and first occupied fall semester, 1997.

Since its inception, NNU has been distinguished by its commitment to deliver the highest quality academic education within a “distinctly Christian environment.” It is the University’s desire to represent this intentional distinctive tangibly to all who visit and inhabit the campus for generations to come. With this in mind, the Little Prayer Chapel and surrounding Lanman Prayer Garden were developed in 1997 as an enduring memorial to an important part of the NNU mission.

NNU experienced increasing difficulty managing the facility demands of a growing number of athletic offerings with the existing facilities in the late 1990’s. Given the practicing needs of athletic teams and the scheduling requirements of one gymnasium floor, it became increasingly difficult to schedule student events (i.e., intramurals) other than intercollegiate athletics. Additionally, an internal student recruitment study indicated that re-instating
intercollegiate track and field and cross country sports could have a significant positive enrollment impact. Motivated by these concerns and subsequent lead donor support for upgraded facilities, the University, in March 1999, launched the “Marks of Distinction” campaign, a three year initiative aimed at raising an additional $4 million for student scholarship endowment and $3.6 million for the expansion of the old Montgomery Fieldhouse and relocation of the track and field to its present site. The endowment goal of the campaign was achieved within 24 months, eventually raising a total of $4.8 million by March 2002. Chapman Hall (a freshman men’s’ residential hall constructed in 1947) was razed; the track and field was relocated; and track, field, and cross country were re-instated as intercollegiate sports with team memberships totaling 53 students in the first year. The expansion of the Montgomery Fieldhouse was subsequently postponed due to the challenges imposed by the events of September 11, 2001, and difficulty in obtaining funding from granting agencies for athletics.

As discussed in the Campus Master Planning section, the construction of facilities on the NNU campus is an outcome of extensive evaluation of a number of important factors including academic space requirements, condition of available space, student recruitment and retention impacts, institutional accreditation requirements, and donor interest, among other considerations. One of the identified needs for additional classroom and faculty office space was that of a rapidly growing Business School, which conducted their activities for 150 students and 12 faculty members in approximately 9,212 square feet of dedicated space. These needs, coupled with availability of a lead donor, motivated the construction of the Helstrom Business Center, a 27,000 square foot state-of-the-art facility that houses a 200-seat lecture hall, eight classrooms, and adequate space for faculty offices and breakout rooms. The Helstrom Business Center was occupied in March 2002 and now houses business-related undergraduate and graduate programs, as well as Extended University Services. This facility has proven to be catalyst for growth in business-related student enrollment and provides an environment for a continuing marked increase in the quality of programs as demonstrated by recent student exit exams of Business School graduates.

Upon completion of construction of the Helstrom Business Center, the University began to explore possibilities for obtaining the funding necessary to complete the previously postponed “Marks of Distinction” campaign (begun in 1999) to alleviate the growing inadequacy of space in the Montgomery Fieldhouse. Encouraged by an additional $1 million matching gift pledge offering to match every dollar raised up to $1 million, a fundraising campaign was again launched in the fall of 2002 with construction beginning on a 50,000 square foot addition in July 2003. The Johnson Sports Center was dedicated on October 1, 2004. This expansion includes three additional basketball courts with volleyball standards for each court, an indoor running track, an indoor baseball diamond, and a 3,500 square foot fitness center. The completion of this facility provides flexible student access, an auxiliary location for student activities, and an appropriate area for fitness training for athletes and the campus at-large. It also enables the Athletic Department to increase revenue streams from athletic camps, particularly during summer months.

Considering the progress of the last 10 years in the development and upgrading of the campus, a number of significant challenges remain. As the University evaluated the next steps in development of the Campus Master Plan, it was determined that it would be inadvisable to proceed with further project initiatives prior to addressing a number of campus infrastructure needs. With this in mind, a fundraising initiative entitled “Fulfilling the Promise” was launched in October 2004. The initial goal was to raise $1 million in unrestricted giving by March 2006. The goal was subsequently enlarged to $2 million with the securing of a $1 million dollar for dollar matching gift. The “Fulfilling the Promise” campaign and its goal promoted through the annual University Fund were achieved on time, enabling the University to
accomplish a number of important infrastructure projects.

Additional challenges now remain as the University attempts to determine priority of development of the Campus Master Plan and obtain necessary funding for the five facilities priorities previously cited: Science and Nursing, Library, Student Center, Religion/Theology, and classroom/learning center, in no particular order of priority.

Based on identification of a lead donor, anticipated funding support from a regional foundation, and optimistic reports from Congressional Appropriations inquiries, the Board of Trustees at their March 2006 meeting approved the quiet phase of fundraising for up to a 30,000 square foot addition and remodel of NNU’s Science building, with exact size and scope to be determined at the October 2006 meeting of the Board of Trustees. This approval will enable construction of a new building/addition to the Science Building to house the Biology and Chemistry Departments and upgrade the space for the other Science and Mathematics Departments. Additionally, and perhaps most importantly, the project as described would provide adequate space for the Nursing Department, NNU’s fastest growing major now primarily housed on the top floor of the Emerson Administration building. The University believes this project is a high priority targeted to meet the challenge of peer competition, enhance the quality of student recruiting in the sciences, assist in student retention and persistence, and enable the continued growth of the highly regarded nursing program. It is anticipated that construction will begin on this project by the summer of 2007.

The University is continuing the process of identifying funding support for the remaining four approved facility priorities and is encouraged by preliminary indications particularly for the Library and Student Center. The administration anticipates that all of the currently identified priorities will be accomplished during the next 10-year accreditation cycle.
Appendices
8.1 NNU Campus Map
8.2 Building Overview and Square Footage of Campus Buildings

Exhibits
8.A.1 Campus Master Plan
8.A.2 Tri-annual Facilities Audit of the Campus Conducted in 2004
8.A.3 Infrastructure Projects Funded through the Fulfilling the Promise Campaign
8.A.4 Preventive Maintenance Program (PMP)
8.A.5 Comprehensive Emergency Management Plan (CEMP)
8.B.1 List of Installed Classroom Technology
8.B.2 Computer Replacement Policy
8.B.3 Data Projector Replacement Plan
8.B.4 Environmental Services Deferred Maintenance Plan
8.B.5 Academic Safety and Chemical Hygiene Plan
8.B.6 Hazard Communication Program for Campus Facilities
8.C.1 Campus Facilities Priorities
8.C.2 Capital Campaign Feasibility Study
STANDARD NINE

INSTITUTIONAL INTEGRITY
STANDARD NINE

INSTITUTIONAL INTEGRITY

INSTITUTIONAL INTEGRITY (9.A.1-5)
Northwest Nazarene University strives to maintain integrity in fulfilling its institutional mission, policies, and procedures. The policies and procedures are integrated in relationships among faculty, staff, and administrative personnel, internally, and externally with alumni, friends, and constituents of the University. As evidence of this continuing commitment to institutional integrity, in 2004, the University adopted a set of four institutional outcomes that are intended to express in practical and measurable terms the fulfillment of the University mission. These four outcomes—(1) Christlike Character; (2) Academic Excellence; (3) Creative Engagement; and (4) Social Responsibility—are an expression of institutional intent and the measure by which graduates can determine their attainment of the NNU curricular and co-curricular goals.

The commitment of the University to ethical standards is found in all aspects of University life. The Articles of Incorporation (Exhibit 9.A.1) provide the foundation for ethical standards by stating that a prime purpose of the existence of the University “as an institution of higher education shall be to serve the Church of the Nazarene and the greater Christian community by providing an educated laity and ministry, loyal to Christ and emphasizing the Wesleyan doctrine of perfect love.” (Amendment, November 2001, Article V, p. 2)

It is these Christian ideals that serve to guide all ethical standards.

NNU maintains a comprehensive set of policies to ensure that the institution exemplifies and advocates the highest ethical standards in the University’s management and operations, as well as its dealings, with students, the public, organizations, and external agencies. In all of its programs and services, NNU seeks to abide by the standards described in Policy 9.1 Institutional Integrity.

The Board of Trustees takes seriously its role to hold in fiduciary trust the mission and purposes of the University. Trustees follow the guidelines of the Association of Governing Boards and maintain the Trustees Policy Manual (Exhibit 9.A.2) to detail expectations of University trustees. Responsibilities and expectations for members of the campus community to live by high ethical standards are detailed in a variety of publications including the Faculty Handbook (Exhibit 9.A.3), Faculty Policy Manual (Exhibit 9.A.4), Staff Policy Manual (Exhibit 9.A.5), Administrative Personnel Policy Manual (Exhibit 9.A.6), and certain employment handbooks. Upon employment, all personnel of the University receive copies of the appropriate manuals and sign contracts indicating they will live by the guidelines suggested therein.

All prospective and enrolled students have access to the University Catalog through the University web site or through hard copies of the Undergraduate Catalog (Exhibit 9.A.7) or Graduate Catalog (Exhibit 9.A.8) based on their academic standing. Each year a revised and updated Student Handbook/Planner (Exhibit 9.A.9) is also distributed to all undergraduate students. The academic objectives of the University are clearly explained in the Undergraduate and Graduate Catalogs, along with guidelines stated to help promote academic integrity. In addition, the University maintains a set of institution-wide standards for student behavior as described in the Student Handbook and Planner. All students agree to comply with these “lifestyle guidelines.” Violation of these behaviors leads to disciplinary proceedings. Examples of prohibited behaviors include:

- Use, possession, or procurement of alcohol, tobacco, or illegal drugs
- Misrepresentation or theft (such as cheating, plagiarism, etc.)
- Acts of immorality
- Sexual or racist harassment or hazing
- Vulgarity
INSTITUTIONAL INTEGRITY

- Inappropriate entertainment
- Accessing, downloading, or distributing offensive materials
- Violation of the laws of the land
- Disruption of campus procedures.

The University has well established student development committees for the implementation of and appeal to disciplinary actions.

The University follows all applicable laws and legislative rules in the employment, retention, and release of personnel. There is an extensive grievance procedure available to employees of the University. The Faculty Policy Manual provides for both mediation and formal grievance processes that involve action by a Grievance Committee and review by the President and, in case of appeal, final action by the Executive Committee of the Board of Trustees (Chapter 4, pp. 31-37).

In the case of a dismissal for cause, the Faculty Policy Manual provides for a series of administrative actions and subsequent to that action an appeal process. The Hearing Committee plays a central role in the appeal process and every effort is made to provide for confidentiality and fairness to both the faculty member and the University (Chapter 4, pp. 6-12).

NNU requires that all policy documents be reviewed periodically and updated as necessary. Each personnel group—faculty, staff, and administrative personnel—is responsible for reviewing and updating its own policy documents. The final approval for all modifications of or amendments to the various policy manuals rests with the Board of Trustees. The Faculty Policy Manual was reviewed and revised in 2004. The Staff Policy Manual was reviewed and revised in 2002. The third employee group policy document, the Administrative Personnel Manual, has not been substantively revised since its adoption in 1996. It is anticipated that the Director of Human Resources will lead this effort once she has identified the priorities among the tasks that have been awaiting her appointment.

Faculty committees regularly review academic policies and procedures as a normal part of their committee work. Policies that impact the faculty as a whole are brought to the entire faculty for approval. Additional cross-campus committees also review policies as requested. Admissions policies are reviewed by the academic councils that have representative school memberships.

Student policies are reviewed annually by the Student Life Policy Council. This council consists of the Vice President for Student Development (chairperson), three faculty members, Director of Campus Life, University Chaplain, Director of Multicultural Affairs, Director of Residential Life, and two students. Any changes that are made to policies are reviewed by the President’s Cabinet prior to the change taking effect.

The University seeks to represent itself accurately and fairly to its various constituencies and to state, federal, and accrediting bodies and agencies. Protocol dictates that only the President of the University has the official role of institutional spokesperson unless some other person is expressly delegated for that role.

During the past six years, the University has made a dedicated effort to define itself to its constituencies, the public, and prospective students as a comprehensive Master’s university with a liberal arts core at the undergraduate level and expanding service in a variety of graduate professional fields of study. This diversification of target audiences has required the University to identify three primary service realms: (1) traditional college-aged undergraduate students, (2) non-traditional undergraduate, graduate, and continuing education students primarily from the Treasure Valley, but including teaching sites throughout the Northwest, and (3) students who interact with the University primarily through the use of interactive technology or online communication from places throughout the United States and several foreign countries.

NNU provides information on its programs, services, policies, and activities through a
variety of publications. The *Undergraduate* and *Graduate Catalogs* serve as the primary information-related publication pieces for students and prospective students. The Office of Admissions frequently produces additional recruiting materials for prospective students that are in accord with *Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status* (Exhibit 9.A.10). Other publications, such as brochures, posters, flyers, and announcements, are published and distributed by individual departments on campus (Exhibit 9.A.11). Care is taken to ensure that the publications of the University represent the values and priorities of the institution. A publications committee, working with the Vice President for Enrollment Services and Marketing, reviews all major publications for accuracy and fair representation of the University.

The Office of Marketing and Public Relations, in collaboration with the Alumni Office, is responsible for the production of the NNU alumni magazine, which is produced three times each year. *The Messenger* is the primary contact between alumni and the University and is geared toward generating feelings of community and support, primarily through the use of feature and human interest stories. *The Messenger* also keeps alumni and friends informed of campus events and changes through descriptive “Campus News” and “Highlights” sections. This office also plays a key role in the marketing of campus events and conferences through press releases, media contact, publicity consultation, the NNU web site, and the NNU News weekly email to alumni and friends.

In 2003, administrators at NNU undertook the challenge of deciding on and instituting a University brand tag-line. Through numerous meetings and consultations with various alumni, church, and prospective student groups, the tagline “Great minds. Great hearts. Great futures.” emerged. Once the tag-line was decided upon, the NNU logo was redesigned to incorporate the new tagline (See Figure 9.A.1). Subsequently, appropriate logo usages were developed and these guidelines have been made available on the web, in a brochure, and in DVD format.

In its representation of fundraising activity, the University follows standard reporting guidelines in accounting. These guidelines are set by the Council for the Advancement and Support of Education, the Christian Stewardship Development Association, and the US/Canada Council of Education of the Church of the Nazarene.

The University has conflict of interest policies in place that guide the actions of the administrative officers, Board of Trustees, and the NNU Foundation Board of Directors. These policies were reviewed and adopted by the Board on March 10, 2000 (Exhibit 9.A.12). These persons stand in a “special relationship of trust and responsibility to the University,” its donors, and beneficiaries, by virtue of their position within the University structure. While the NNU Foundation is not a private foundation under section 509 of the Internal Revenue Code, trustees and directors are not to engage in any act of self-dealing. Policy states that if there is a benefit to the University, and potentially to one of its officers or trustees, the conflict must be disclosed and the individual for whom the transaction might be in conflict “must abstain from any discussion or deliberation concerning such matter, and abstain from any decision on the matter.” Meeting records are to account for the abstention.

**Academic Freedom**

The University’s commitment to academic freedom is stated in the document *Bill of Rights and Responsibilities* (Exhibit 9.A.13) adopted in September 1972 and patterned after the Model *Bill of Rights* issued by the Carnegie Commission on Higher Education. It states, in part, that the community has:
The obligation to respect the freedom to teach, to learn, and to conduct research and publish findings in the spirit of free inquiry.

The freedom to teach and to learn [that] implies that teachers have the right to determine the specific content of their courses within the established course definition, and the responsibility not to depart significantly from their area of competence or to divert significant time to material extraneous to the subject matter of their course.

These two references reflect the broad institutional understanding of academic freedom that seeks to protect the right of the faculty person to explore and teach in the realms of his or her areas of expertise and assignment, all the while understanding that the student has the right to expect the course material and content to be effectively and impartially taught within the framework of the institution’s mission.

No challenges to the freedom of faculty to teach have been reported between the current self-study and the previous accreditation review. In consequence of the rarity of such complaints, no grievance procedure appears in writing.

**Analysis and Appraisal**

NNU holds to the view that the institution has demonstrated over a long period of time that it is committed to all aspects of institutional integrity as defined by Standard Nine. There is a direct connection between the religious foundations of the University and the policies and procedures that give definition to those foundations.

As illustrative of the University’s commitment to institutional integrity, the NNU School of Business was recognized in 2005 with the “Integrity Counts” award by the regional Better Business Bureau, Inc. The award is given to businesses and institutions that demonstrate a commitment to business ethics. Most recently, NCATE and the State of Idaho visitation teams have recommended to their respective accrediting boards that NNU’s teacher education program has, in an exemplary manner, met all standards, including the ethics component.

Policies and procedures that seek to guide community life for students and employees of the University are reviewed by elected policy council members from each employment group, consultations with administrative officers occur regularly, and policies are modified by the action of the Board of Trustees as necessary.

The University makes it clear to its students their rights and obligations as they pertain to integrity and fair treatment. In the areas of financial aid, admissions, registration, and student accounts, the University has clearly defined fair and equitable policies and procedures and has made every effort to communicate these policies effectively to its students.

Inasmuch as NNU has a specified set of expectations for students as part of campus life, it should be noted that during the admissions process, applicants either agree or disagree to a code of conduct as explained on the Lifestyle Expectations Form (Exhibit 9.A.14). Specific issues are discussed with students who have disagreements with the lifestyle expectations. In some instances, students may be encouraged to consider other college options if NNU does not appear to be a good fit for them; on rare occasions, students choose not to attend the institution. Expectations are also reviewed during New Student Orientation and various other occasions (e.g., residence hall meetings) throughout the school year.

The institution has a rich history of collaborative partnerships with the local community. Past initiatives include the rerouting of two streets that bisected the middle of the campus, the relocation of a city park and subsequent building of the Brandt Fine Arts and Convocation Center, and NNU participation in the construction of the Nampa Recreation Center and the Idaho Center Arena in Nampa.

Since the last accreditation visit, the University has substantially increased its effort to build good relations with the surrounding community by disseminating information pertinent to the neighborhood, promoting open communication,
and responding affirmatively to neighborhood concerns.

The President’s Community Council is a representative body of community leaders that provides feedback to the institution on University-Community relationships. This council also provides advice to the University on a number of relational issues. Recently, this body provided counsel and a supportive recommendation to the institution for adding perimeter fencing and was instrumental in helping locate a police sub-station on University property.

Institutional representatives serve on numerous non-profit and governmental agency boards including the City of Nampa and Nampa Christian School Boards, Mercy Medical Center, Salvation Army, Hispanic Cultural Center of Idaho, Valley Regional Transit, and the Nampa and Boise Chambers of Commerce.

The University is actively involved in discussions on the formation of a University District provided for in the City of Nampa Comprehensive Plan. A Task Force, led by the Vice President of University Advancement, has been formed that includes representatives from churches, Nampa School District, Mercy Medical Center, Nampa Housing Authority, and others. This group has as its charge to find ways to infuse both economic and social benefits into the surrounding neighborhood as well as enhance the safety and security of the campus residents.
INSTITUTIONAL INTEGRITY

Standard 9 – Exhibits and Figures

Exhibits
9.A.1 NNU Articles of Incorporation
9.A.3 Faculty Handbook
9.A.4 Faculty Policy Manual
9.A.7 2006-08 Undergraduate Catalog
9.A.8 2006-08 Graduate Catalog
9.A.9 Student Handbook/Planner
9.A.10 Admissions Recruiting Materials
9.A.11 Department Publications
9.A.12 University Conflict of Interest Policies
9.A.13 Bill of Rights and Responsibilities
9.A.14 Lifestyle Expectations Form

Figures
9.A.1 University Logo and Tag-line
APPENDICES
Appendix I.1 Full-time Student Equivalent Chart

Actual and Targeted Traditional Undergraduate (TUG) Fulltime Student Enrollment (FSE) for Achieving Mandated Student-Faculty Ratio (FSR)

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual TUG FSE</th>
<th>Target TUG FSE for SFR Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>1003.1</td>
<td>1003</td>
</tr>
<tr>
<td>2003-04</td>
<td>1007.6</td>
<td>1015</td>
</tr>
<tr>
<td>2004-05</td>
<td>1031.56</td>
<td>1027</td>
</tr>
<tr>
<td>2005-06</td>
<td>1023.91</td>
<td>1039</td>
</tr>
<tr>
<td>2006-07</td>
<td>1051</td>
<td>1051</td>
</tr>
<tr>
<td>2007-08</td>
<td>1063</td>
<td>1063</td>
</tr>
</tbody>
</table>

*Projected TUG=60 students divided by 5 years.
Appendix I.2  Self-Study Review Team and Contributing Authors

**Self-Study Review Team**

**Internal Membership**
- Dennis Cartwright, Education Faculty
- Sam Dunn, Business Faculty
- Brenda Freeman, Counseling Faculty
- Lynn Neil, NNU Emeritus Faculty
- Mark Pitts, Vice President for Academic Affairs; Accreditation Liaison Officer
- Ron Ponsford, University Assessment Officer; Dean of School of Arts, Humanities, and Social Science
- Duane Slemmer, Accreditation Self-Study Coordinator; Associate Director of Information Technology

**External Membership**
- John Hawthorne, Provost, Point Loma Nazarene University
- Tom Trzyna, Faculty, Seattle Pacific University

**Self-Study Contributing Authors and Editors***
- Stacey Berggren, Interim Director of Admissions
- Karen Blacklock, Education Faculty
- Marleen Bomar, Executive Secretary, Financial Affairs
- Jonathan Bouw, Art Faculty
- Darlene Brasch, Assistant Athletic Director
- Darl Bruner, Alumni Director
- Sharon Bull, Library Director
- Bill Campton, Art Faculty
- Jan Cantrell, Interim Dean, School of Education, Social Work, and Counseling
- Dennis Cartwright, Education Faculty
- Ed Castledine, Academic Advising and Testing Faculty
- Andy Chaplin, Food Services
- Jennifer Chase, Chemistry Faculty
- Casey Christopher, Music Faculty
- Carey Cook, Vice President for Student Development
- Dick Craig, Counseling Faculty
- Ed Crawford, Philosophy Faculty
- Mary Curran, Social Work Faculty
- Ben Earwicker, Modern Languages Faculty
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- Kim Forseth, Kinesiology Faculty
- Ron Galloway, Dean of School of Business
- Gary Ganske, Mathematics Faculty
- Ruthanne Garber, Bookstore Director
- Dianna Gibney, Director of Admissions
- Claudia Glover, Secretary, Academic Affairs
- Darrin Grinder, English Faculty
- Dianna Gunderson, Career Center Director
- Rich Hagood, University President
- Shirley Haidle, Controller
- Sherry Hartman, Human Resource Director
- Lynette Hill, Education Faculty
- David Houghton, Business Faculty
- Barbara Howard, Academic Support Center Faculty
- Jerry Hull, Social Work Faculty
- Eric Kellerer, Executive Director of Information Technology
- Pat Kissell, Nursing Faculty
- Ed Kortved, Math and Computer Science Faculty
Dan Lawrence, Physics Faculty
Barbara LeBaron, Executive Secretary, Enrollment Services and Marketing
Jeff Lineman, Business Faculty
George Lyons, Religion Faculty
Mark Maddix, Religion Faculty
Wes Maggard, Financial Aid Director
Tom Mangum, Biology Faculty
Cheri Marshall, Health Services Director
Larry McMillin, Executive Director for Extended University Services
Tim Milburn, Campus Life Director
Ralph Neil, Dean of School of Theology and Christian Ministries
Lance Nelson, Retention Coordinator
Rodney Nelson, ROTC Faculty
Crystal Nielson, Instructional Technology and E-learning
Dan Nogales, Dean of School of Health and Science
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Karen Pearson, Residential Life Director
Mark Pitts, Vice President for Academic Affairs
Mike Poe, Education Faculty
Ron Ponsford, University Assessment Officer; Dean of School of Arts, Humanities, and Social Sciences
Joanne Rittmueller, Student Counseling
Paula Rogers, Director of Multicultural Affairs
Carol Rotz, Religion Faculty
Bill Russell, Business Faculty
Rich Sanders, Athletic Director
Gene Schandorff, University Chaplain
LaRita Schandorff, Library Faculty
Ronda Seward, Executive Secretary, Student Development
Steve Shaw, History and Political Science Faculty
Gary Skaggs, Vice President for University Advancement
Duane Slemmer, Associate Director of Information Technology
Karen Smucker, Education Faculty
Michael Spengler, Campus Ministries Director
Darrel Stewart, Security Officer
Angela Swanson, Director of Marketing
Barry Swanson, Assistant to the President/Director of Church Relations/Music Faculty
Rob Thompson, Philosophy Faculty
Merilyn Thompson, Registrar
Debi Van Manen, Administrative Assistant, President’s Office
Dick Van Schyndel, Director of Operations
Daphne Van Stone, Assistant Controller
Dennis Waller, Communication Studies Faculty
Linda Waller, Safety Officer
Mary Ward, Executive Secretary, Extended University Services
Julie Wiebe, Executive Secretary, Academic Affairs Office
Jim Willis, Music Faculty
JoAnn Willis, Dean of School of Academic Resources

*This list reflects participating personnel at the time of the Self-Study
Appendix 2.1  Average Institutional Academic Expenditure per UG FTE

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>2002 Costs per FTE</th>
<th>2003 Costs per FTE</th>
<th>2004 Costs per FTE</th>
<th>3-Year Average Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Albertson College of Idaho</td>
<td>2,495.50</td>
<td>22,575.18</td>
<td>1,845.60</td>
<td>8,972.09</td>
</tr>
<tr>
<td>2. Pacific Lutheran University</td>
<td>3,659.63</td>
<td>3,344.23</td>
<td>9,333.66</td>
<td>5,445.84</td>
</tr>
<tr>
<td>3. Walla Walla College</td>
<td>5,030.92</td>
<td>3,631.53</td>
<td>3,444.70</td>
<td>4,035.72</td>
</tr>
<tr>
<td>5. Seattle Pacific University</td>
<td>3,899.01</td>
<td>3,131.86</td>
<td>3,256.29</td>
<td>3,429.05</td>
</tr>
<tr>
<td>6. Point Loma Nazarene University</td>
<td>3,533.10</td>
<td>3,052.46</td>
<td>3,349.49</td>
<td>3,311.69</td>
</tr>
<tr>
<td>7. Seattle University</td>
<td>2,573.12</td>
<td>3,095.29</td>
<td>3,297.76</td>
<td>2,988.72</td>
</tr>
<tr>
<td>8. George Fox University</td>
<td>3,278.08</td>
<td>2,410.56</td>
<td>3,209.56</td>
<td>2,966.07</td>
</tr>
<tr>
<td>9. Northwest Christian College</td>
<td>2,571.75</td>
<td>2,233.39</td>
<td>3,790.60</td>
<td>2,865.25</td>
</tr>
<tr>
<td>10. Olivet Nazarene University</td>
<td>2,929.00</td>
<td>2,839.57</td>
<td>2,822.90</td>
<td>2,863.87</td>
</tr>
<tr>
<td>11. Colorado Christian University</td>
<td>3,574.81</td>
<td>2,499.51</td>
<td>2,513.65</td>
<td>2,779.32</td>
</tr>
<tr>
<td>12. University of Portland</td>
<td>4,004.75</td>
<td>1,446.08</td>
<td>2,439.72</td>
<td>2,630.18</td>
</tr>
<tr>
<td>13. Mount Vernon Nazarene University</td>
<td>3,156.12</td>
<td>2,315.35</td>
<td>2,123.94</td>
<td>2,531.80</td>
</tr>
<tr>
<td>14. Northwest Nazarene University</td>
<td>2,397.54</td>
<td>2,400.56</td>
<td>2,692.30</td>
<td>2,496.80</td>
</tr>
<tr>
<td>15. Eastern Nazarene College</td>
<td>2,302.81</td>
<td>2,515.63</td>
<td>2,586.07</td>
<td>2,468.17</td>
</tr>
<tr>
<td>16. Saint Martin's University</td>
<td>2,378.53</td>
<td>2,140.12</td>
<td>2,202.85</td>
<td>2,240.50</td>
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<tr>
<td>17. Southern Nazarene University</td>
<td>1,853.69</td>
<td>2,163.38</td>
<td>2,489.51</td>
<td>2,168.86</td>
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<tr>
<td>18. Westminster College</td>
<td>1,931.95</td>
<td>1,813.49</td>
<td>2,275.28</td>
<td>2,006.91</td>
</tr>
<tr>
<td>19. Warner Pacific College</td>
<td>2,552.51</td>
<td>1,454.41</td>
<td>1,391.79</td>
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<tr>
<td>20. Trevecca Nazarene University</td>
<td>1,546.68</td>
<td>2,021.29</td>
<td>1,814.85</td>
<td>1,794.27</td>
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<tr>
<td>21. Concordia University</td>
<td>2,338.03</td>
<td>1,544.57</td>
<td>1,058.14</td>
<td>1,646.91</td>
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<tr>
<td>22. Corban College</td>
<td>1,446.01</td>
<td>1,470.63</td>
<td>1,588.24</td>
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</tr>
<tr>
<td>23. MidAmerica Nazarene University</td>
<td>1,562.59</td>
<td>479.22</td>
<td>671.71</td>
<td>904.50</td>
</tr>
</tbody>
</table>
### Appendix 2.2 Academic Expenditure per Undergraduate Tuition Dollar

<table>
<thead>
<tr>
<th>Rank</th>
<th>Peer Institutions*</th>
<th>Average Annual Academic Expenditure per UG FTE 2001-04**</th>
<th>Average UG Tuition 2001-04</th>
<th>Academic Expenditure Per UG Tuition Dollar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pacific Lutheran University</td>
<td>5,445.84</td>
<td>28,655.67</td>
<td>19.0¢</td>
</tr>
<tr>
<td>2.</td>
<td>Walla Walla College</td>
<td>4,035.72</td>
<td>24,467.33</td>
<td>16.5¢</td>
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<tr>
<td>3.</td>
<td>Westminster College</td>
<td>3,475.87</td>
<td>24,433.67</td>
<td>14.2¢</td>
</tr>
<tr>
<td>4.</td>
<td>Olivet Nazarene University</td>
<td>2,863.87</td>
<td>22,493.33</td>
<td>12.7¢</td>
</tr>
<tr>
<td>5.</td>
<td>Northwest Christian College</td>
<td>2,865.25</td>
<td>23,819.67</td>
<td>12.0¢</td>
</tr>
<tr>
<td>6.</td>
<td>Colorado Christian University</td>
<td>2,779.32</td>
<td>23,566.67</td>
<td>11.8¢</td>
</tr>
<tr>
<td>7.</td>
<td>Seattle Pacific University</td>
<td>3,429.05</td>
<td>28,955.00</td>
<td>11.8¢</td>
</tr>
<tr>
<td>8.</td>
<td>Mount Vernon Nazarene University</td>
<td>2,531.80</td>
<td>21,682.33</td>
<td>11.7¢</td>
</tr>
<tr>
<td>9.</td>
<td>Point Loma Nazarene University</td>
<td>3,311.69</td>
<td>28,614.00</td>
<td>11.6¢</td>
</tr>
<tr>
<td>10.</td>
<td>Northwest Nazarene University</td>
<td>2,496.80</td>
<td>22,385.00</td>
<td>11.2¢</td>
</tr>
<tr>
<td>11.</td>
<td>Southern Nazarene University</td>
<td>2,168.86</td>
<td>19,742.00</td>
<td>11.0¢</td>
</tr>
<tr>
<td>12.</td>
<td>George Fox University</td>
<td>2,966.07</td>
<td>27,806.67</td>
<td>10.7¢</td>
</tr>
<tr>
<td>14.</td>
<td>Eastern Nazarene College</td>
<td>2,468.17</td>
<td>26,333.33</td>
<td>9.4¢</td>
</tr>
<tr>
<td>13.</td>
<td>Seattle University</td>
<td>2,988.72</td>
<td>31,734.67</td>
<td>9.4¢</td>
</tr>
<tr>
<td>15.</td>
<td>Trevecca Nazarene University</td>
<td>1,794.27</td>
<td>20,022.67</td>
<td>9.0¢</td>
</tr>
<tr>
<td>16.</td>
<td>University of Portland</td>
<td>2,630.18</td>
<td>31,512.00</td>
<td>8.3¢</td>
</tr>
<tr>
<td>17.</td>
<td>Saint Martin's University</td>
<td>2,240.50</td>
<td>27,204.33</td>
<td>8.2¢</td>
</tr>
<tr>
<td>18.</td>
<td>Westminster College</td>
<td>2,006.91</td>
<td>24,433.67</td>
<td>8.2¢</td>
</tr>
<tr>
<td>19.</td>
<td>Warner Pacific College</td>
<td>1,799.57</td>
<td>25,730.33</td>
<td>7.0¢</td>
</tr>
<tr>
<td>20.</td>
<td>Concordia University</td>
<td>1,646.91</td>
<td>25,316.67</td>
<td>6.5¢</td>
</tr>
<tr>
<td>21.</td>
<td>Corban College</td>
<td>1,501.63</td>
<td>25,628.00</td>
<td>5.9¢</td>
</tr>
<tr>
<td>22.</td>
<td>MidAmerica Nazarene University</td>
<td>904.50</td>
<td>22,633.00</td>
<td>4.0¢</td>
</tr>
</tbody>
</table>

* Albertson College of Idaho was not included in Table due to unusual data.
Appendix 2.3  Summary of Academic Assessment Plan

Summary of Academic Assessment Plan

Northwest Nazarene University is an educational community with a primary commitment to the learning and developmental growth of its student in undergraduate, graduate, and professional development programs. The University is committed to an ongoing assessment process. The purposes of assessment at NNU include improvement of student learning and educational programs, and communicating the success of this process to internal and external audiences in understandable ways. Assessment at NNU includes 12 elements, each of which has been implemented unless otherwise indicated:

I. University-wide and school plans for assessment of student learning
II. Four university outcomes: NNU’s single statement of its broad goals for graduates of both bachelors and masters programs:
   o Christlike Character
   o Academic Excellence
   o Creative Engagement
   o Social Responsiveness
III. School or departmental objectives: the more specific statement of expected changes students will demonstrate in knowledge, skill or disposition as a result of a particular learning experience, course, or program
IV. Assessment strategies for University outcomes and for school and departmental objectives
V. A University assessment officer and assessment officers in each of the academic schools
VI. The collection of information on entering students
VII. System of periodic review of all academic programs and of all faculty
VIII. Statements of University outcomes and of school and/or department objectives in catalog materials and syllabi
IX. Annual departmental and school report of student performance on school or department objectives
X. Annual University report of student performance on University outcomes and summary of performance on school or department objectives*
XI. Documentation of modification of programs made as a result of assessment data*
XII. Assessment information on the institutional web pages

*Implemented in some schools and departments
Appendix 2.4 Faculty Advising Training Strategies

Faculty Advising Training Strategies

The institution uses a variety of methods to help faculty in the advising process, particularly since the University has implemented an integrated computer software system that is used by the administration, faculty, staff, and students. The teaching tools used to keep the faculty informed of academic advising issues are listed below.

1. Prior to the beginning of the fall semester, new faculty members are presented with a New Faculty Orientation Notebook that includes pertinent information from the various academic resource departments on campus including Academic Advising and Testing, Academic Support Center, Career Center, Information Technology, Library, Media Technology, and the Registrar. As a part of their orientation, a half hour session introduces the new faculty to the Registrar’s Office, the forms and degree audit they will use in advising, the academic calendar, and important due dates. Faculty members review the notebook information and ask questions as they go through each page. The Office of Academic Advising and Testing also presents a half hour session at the new faculty orientation. Common student questions are reviewed and suggested answers are given to assist faculty advisors to create a schedule design that best fits the student needs.

2. Each fall, the Registrar’s Office distributes a large tear-off academic due date calendar to faculty and staff to post in office spaces to help communicate academic deadlines.

3. At the beginning of each semester, Information Services distributes the academic due dates for posting on faculty GroupWise calendars.

4. Frequently, the Registrar is allowed to present advising information at faculty meetings and faculty workshops. Often this time is used to identify changes in the process, offer instructions about the use of new academic technology, review the degree audit format, and discuss the faculty and student instructions for the pre-registration and registration process.

5. Over the past few years, a number of formal presentations on academic advising have been designed for and presented to all faculty members including: “Pre-Registration Advising Pre-Test,” “Academic Advising: The Undecided Student,” “FERPA: What you can and can’t disclose,” “Moving from Quarters to Semester—Preparation,” and “Advising With Attitude,” “What’s Old, What’s New—Cognos for You?” as well as presentations by various departments regarding the most desirable General Education courses in which to place students.

6. When there is some confusion about advising strategies, the Registrar feels comfortable sending memos that are called “Teachable Moments” to the faculty as a whole via the faculty e-mail distribution list.

7. An Adjunct Faculty Handbook has recently been revised and is being used to train adjunct faculty members in a number of areas including faculty advising.

8. The Offices of the Registrar and Academic Advising are open for questions by both faculty and students on advising issues.
## Appendix 3.1  Student Programs and Services Personnel Profile (Student Development)

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<td>11 months</td>
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Appendix 3.2  Fall 2005 First-time Freshmen Enrollment by Denomination

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<td>Bible Church</td>
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</tr>
<tr>
<td>Catholic</td>
<td>4%</td>
</tr>
<tr>
<td>Non-Denom</td>
<td>13%</td>
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<tr>
<td>Baptist</td>
<td>4%</td>
</tr>
<tr>
<td>Various Other</td>
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</tr>
<tr>
<td>No Preference</td>
<td>2%</td>
</tr>
<tr>
<td>Various Other (less than 2% each)</td>
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<tr>
<td>Baptist</td>
<td>4%</td>
</tr>
<tr>
<td>Various Other</td>
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<tr>
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<tr>
<td>Various Other</td>
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<tr>
<td>Baptist</td>
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<tr>
<td>Various Other</td>
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<tr>
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## Appendix 4.1 Number and Source of Terminal Degrees of Faculty

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## Appendix 4.2  Comparison of NNU and Reference Institution Student-Faculty Ratios – 2003

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<tr>
<td>4</td>
<td>Northwest College (WA)</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Mount Vernon Nazarene University</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>MidAmerica Nazarene University</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td><strong>Denominational Institution Midpoint</strong></td>
<td><strong>16.9</strong></td>
</tr>
<tr>
<td>7</td>
<td>Trevecca Nazarene University</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>Seattle Pacific University</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Point Loma Nazarene University</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>Pacific Lutheran University</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>Corbin College (Western Baptist)</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>Northwest Christian College</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>Eastern Nazarene College</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>All Reference Institutions Midpoint</strong></td>
<td><strong>14.98</strong></td>
</tr>
<tr>
<td>14</td>
<td>Warner Pacific College</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>Seattle University</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>St. Martin’s College</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>George Fox University</td>
<td>14</td>
</tr>
<tr>
<td>18</td>
<td>Walla Walla College</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>University of Portland</td>
<td>13</td>
</tr>
<tr>
<td>20</td>
<td>NORTHWEST NAZARENE UNIVERSITY</td>
<td><strong>12.49</strong></td>
</tr>
<tr>
<td>21</td>
<td>Colorado Christian University</td>
<td>12</td>
</tr>
<tr>
<td>22</td>
<td>Westminster College</td>
<td>11</td>
</tr>
<tr>
<td>23</td>
<td>Pacific University</td>
<td>11</td>
</tr>
<tr>
<td>24</td>
<td>Albertson College of Idaho</td>
<td>10</td>
</tr>
</tbody>
</table>
## Appendix 4.3 12-year Summary of NNU Departmental Student-Faculty Ratio Information

| 12-year Summary of NNU Departmental Student-Faculty Ratio Information |
|-------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                                                | 93-94 | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | Ave.   |
| Biology                                        | 12.5  | 13.5  | 12.6  | 11.1  | 10.9  | 14.2  | 12.6  | 10.6  | 12.8  | 12.5  | 11.9  | **12.29** |
| Business                                       | 17.2  | 16.1  | 16.1  | 15.8  | 15.7  | 15.3  | 14.5  | 15.0  | 12.0  | 11.2  | 12.2  | **14.65** |
| Chemistry                                      | 8.0   | 8.5   | 9.4   | 7.0   | 7.1   | 8.5   | 9.8   | 7.0   | 8.3   | 10.4  | 11.4  | **8.68** |
| Communication Studies                          | NA    | NA    | NA    | 9.7   | 9.3   | 7.8   | 10.0  | 8.1   | 9.4   | 8.0   | 9.0   | **8.90** |
| Education                                      | 15.5  | 14.7  | 15.7  | 14.2  | 13.6  | 12.0  | 12.9  | 15.6  | 13.5  | 10.8  | 13.4  | **13.80** |
| English                                        | 19.6  | 18.5  | 19.9  | 18.2  | 17.0  | 18.2  | 18.5  | 16.4  | 14.7  | 16.6  | 17.2  | **17.72** |
| History                                        | 22.0  | 21.1  | 24.3  | 30.4  | 31.0  | 35.1  | 32.8  | 29.0  | 14.7  | 16.6  | 17.2  | **24.94** |
| Kinesiology                                    | 10.5  | 10.8  | 10.5  | NA    | NA    | 9.3   | 11.1  | NA    | 11.2  | 13.9  | 15.2  | **13.46** |
| Mathematics                                    | 13.6  | 14.1  | 12.5  | 12.7  | 11.7  | 11.1  | 12.6  | 10.0  | 9.0   | 9.2   | 10.1  | **11.52** |
| Music                                          | 9.9   | 9.0   | 9.4   | 5.3   | 5.5   | 6.5   | 5.0   | 6.4   | 7.8   | 6.7   | 6.0   | **7.05**  |
Appendix 4.4 Faculty Representation on Administrative Council and Committees

<table>
<thead>
<tr>
<th>% Committees with Faculty Representation</th>
<th>Office of the President</th>
<th>Academic Affairs</th>
<th>Enrollment Services and Marketing</th>
<th>Financial Affairs</th>
<th>Student Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>▪ Faculty as a Committee of the Whole (107)</td>
<td>▪ Academic Ceremonies Council (7)</td>
<td>▪ Admissions and Recruitment Committee (6)</td>
<td>▪ Affirmative Action Committee (5)</td>
<td>▪ Community Life Board (1)</td>
</tr>
<tr>
<td></td>
<td>▪ Athletics Compliance Committee (5)</td>
<td>▪ Academic Progress Committee (5)</td>
<td>▪ Communications Committee (1)</td>
<td>▪ Chemical Hygiene Committee (4)</td>
<td>▪ Counseling Committee (2)</td>
</tr>
<tr>
<td></td>
<td>▪ Grievance Committee (3)</td>
<td>▪ Accreditation Coordinating Committee (12)</td>
<td>▪ Enrollment Management Committee (3)</td>
<td>▪ Institutional Animal Care and Use Committee (2)</td>
<td>▪ Entertainment Evaluation Committee(2)</td>
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<tr>
<td></td>
<td>▪ Honorary Degree Committee (2)</td>
<td>▪ Deans’ Council (8)</td>
<td>▪ Marketing Council (2)</td>
<td>▪ Safety Committee (7)</td>
<td>▪ Housing Exception Committee (2)</td>
</tr>
<tr>
<td></td>
<td>▪ University Spiritual Life Committee (3)</td>
<td>▪ Institutional Review Board (3)</td>
<td>▪ Web Creative Council (1)</td>
<td></td>
<td>▪ Master Calendar Committee (10)</td>
</tr>
<tr>
<td></td>
<td>▪ University Administrative Council (13)</td>
<td></td>
<td></td>
<td></td>
<td>▪ Student Life Executive Committee (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Student Life Policy Council (2)</td>
</tr>
</tbody>
</table>

| # Faculty Involved | 133 | 35 | 13 | 20 | 23 |
Appendix 4.5  2006-07 Faculty Roles in Academic and Institutional Governance

<table>
<thead>
<tr>
<th>Faculty Members with Relevant Responsibilities</th>
<th>Academic Advising</th>
<th>Institutional Governance</th>
<th>Academic Planning and Curriculum Development</th>
<th>Curricular Review</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ed Castledine, Director of Advising</td>
<td></td>
<td>• Glena Andrews, Faculty Chair</td>
<td>• School Curriculum Committees</td>
<td>• Dan Nogales, Program Review Coordinator</td>
<td></td>
</tr>
<tr>
<td>• Nancy Ayers, Registrar</td>
<td></td>
<td>• David Houghton, Vice-Chair</td>
<td>• Individual faculty members as assigned by the School Deans</td>
<td>• Ron Ponsford, Director of Assessment</td>
<td></td>
</tr>
<tr>
<td>• Donna Allen, Secretary</td>
<td></td>
<td>• Donna Allen, Secretary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty Representatives to the Board of Trustees: Faculty Chair and Faculty Vice-Chair, plus Karen Blacklock, Tom Oord, and Kevin Dennis</td>
<td></td>
<td>• Faculty Representatives to the Board of Trustees: Faculty Chair and Faculty Vice-Chair, plus Karen Blacklock, Tom Oord, and Kevin Dennis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Committees with Relevant Responsibilities</th>
<th>Academic Progress Committee</th>
<th>Committee on Committees</th>
<th>Academic Council Undergraduate</th>
<th>Academic Council Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Progress Committee</td>
<td>• Committee on Committees</td>
<td>• Agenda Committee</td>
<td>• Graduate and Continuing Studies Council</td>
<td>• Graduate and Continuing Studies Council</td>
</tr>
<tr>
<td></td>
<td>• Academic Council Undergraduate</td>
<td>• Athletic Council</td>
<td>• Instructional Resources Council</td>
<td>• Instructional Resources Council</td>
</tr>
<tr>
<td></td>
<td>• Teacher Education Council</td>
<td>• Faculty Policy Council</td>
<td>• General Education Council</td>
<td>• General Education Council</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Council Undergraduate</td>
</tr>
<tr>
<td>• Graduate and Continuing Studies Council</td>
</tr>
<tr>
<td>• Instructional Resources Council</td>
</tr>
<tr>
<td>• General Education Council</td>
</tr>
<tr>
<td>• Ad Hoc Curriculum Review Teams</td>
</tr>
<tr>
<td>• Teacher Education Council</td>
</tr>
<tr>
<td>• Faculty Activities Committee</td>
</tr>
<tr>
<td>• Faculty Development Committee</td>
</tr>
</tbody>
</table>
Appendix 5.1
Library Services
Organizational Chart

Vice President Academic Affairs
Mark Pitts

Director of Library Services
Sharon Bull

Circulation Supervisor
Carol Poe
3/4 Time

Technical Services Supervisor
Coral Mattei

Reference & Instructional Services Librarian
LaRita Schandorff

User Services Librarian
Lance McGrath

Electronic Systems & Services Librarian
Lois Roberts

Library Assistant
Andrea Cook
3/4 Time

Students

Students

Students
### Appendix 5.2 Library Staff Job Responsibilities – July 2006

<table>
<thead>
<tr>
<th>Position</th>
<th>Degree</th>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Sharon Bull**  
Director of Library Services  
University Archivist  
(faculty) | Doctor of Arts, emphasis in Library Management | Supervises all functions of the library, university archives | Supervises all personnel, budgets, policies for library, maintains and supervises archives |
| **LaRita Schandorff**  
Reference and Instructional Services Librarian  
(faculty) | Master of Arts, emphasis in Library Science | Coordinates all formal instruction, oversees reference services and materials, serials, government documents, liaison for Education, Social Work, Counseling, Health and Sciences | Delivers major portion of undergraduate instruction, provides reference, manages serials and government documents |
| **Lois Roberts**  
Electronic Systems and Services Librarian  
(faculty) | Master of Library Science | Supervises functionality of online catalog and computer equipment, cataloging, reference, liaison for Arts, Humanities and Social Sciences, responsibility for K-12 Curriculum collection | Maintains online catalog and computer equipment, performs all original cataloging, most other cataloging, reference desk as assigned, some formal instruction for liaison departments |
| **Lance McGrath**  
User Services Librarian  
(faculty) | Master of Library Science | Liaison and formal instruction for all graduate programs both on site and online, library web page, electronic resources, reference, liaison for Business, Religion | Delivers all formal instruction for all graduate and online programs, co-designed and maintains the library web page, reference desk as assigned, assists with equipment |
| **Carol Poe**  
Circulation Supervisor/Systems Assistant  
(staff) | Bachelor of Arts in Science Education | Supervises circulation desk, student personnel, performs systems maintenance for integrated library system | Main reception person, supervises circulation department, activity of student personnel, assists in systems maintenance and reports |
| **Coral Mattei**  
Technical Services Supervisor  
(staff) | Bachelor of Arts in Liberal Studies | Supervises student personnel and functions in department, interlibrary loan transactions, budget functions | Supervises acquisitions, processing, repair, binding, performs all functions of interlibrary loans; performs library budget transactions, substitutes at circulation desk |
| **Andrea Cook**  
Library Assistant  
(staff) | Bachelor of Arts in Music, vocal performance | Supervises functions and student personnel for circulation, archives assistant, secretarial assistant to the director | Continues supervision of circulation students and library during non traditional hours, assists with archives, duties as assigned |
### Information Technology Staff Job Responsibilities – July 2006

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Area of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eric Kellerer</strong></td>
<td>Manages Information Technology, Media Technology, web development, and phone systems and for the University. Oversees all computer administration aspects, webmaster issues, budgeting &amp; funding of computer projects, phone and cell phone contracts, etc. Reports to Vice President of Academic Affairs. Direct Reports: Senior Network Administrator, Administrative Computing Coordinator, TRC Manager, Instructional Technologist for E-Learning</td>
</tr>
<tr>
<td><strong>Duane Slemmer</strong></td>
<td>Represents IT on Academic Administrative Council. Oversight of personnel and budget reporting for IT. Direct Reports: Media Technology Director, Print Shop Manager.</td>
</tr>
<tr>
<td><strong>Melodie Turner</strong></td>
<td>Reception and secretarial duties for the Information Technology Dept. Maintains IS files, updates and merges duplicate I.D. records in CARS, answers incoming calls, assists in tracking budgets, assists with technical issues when assigned.</td>
</tr>
<tr>
<td><strong>CX Team (Administrative Software System)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ron Luthman</strong></td>
<td>Manages Jenzabar CX Team. Maintains record-keeping programs for admissions, registrar, alumni, financial aid, business office, university advancement, and student development, develops new report-making tools for departments, and manages Request Tracker tickets.</td>
</tr>
<tr>
<td><strong>Ben Moore</strong></td>
<td>CARS/CX programmer. Long-term CARS projects, troubleshooting for CARS, CARS printing issues.</td>
</tr>
<tr>
<td><strong>Brian Stillman</strong></td>
<td>Network &amp; servers for CARS, CARS-related project development. Long-term CARS projects, troubleshooting for CARS. Maintains “MyInfo.nnu.edu”.</td>
</tr>
<tr>
<td><strong>Dale VanHooser</strong></td>
<td>Impromptu &amp; Cognos support. New reporting and programming needs, problem-solving for Cognos &amp; Impromptu reports.</td>
</tr>
<tr>
<td><strong>E-Learning Technology Team</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Crystal Nielsen</strong></td>
<td>Provides training and support for Blackboard and other instructional technologies. Develops and delivers training in Blackboard, online course design and Microsoft Office, evaluates instructional technologies.</td>
</tr>
<tr>
<td><strong>Mike Childers</strong></td>
<td>Assists with Blackboard issues, online learning programs, and TRC duties as assigned. Manages user and course accounts, troubleshoots, assists on above issues, evening TRC support.</td>
</tr>
<tr>
<td>Team Member</td>
<td>Area of Responsibility</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Media Technology Team</strong></td>
<td></td>
</tr>
<tr>
<td><strong>James DeMoss</strong></td>
<td></td>
</tr>
<tr>
<td>Media Technology Director</td>
<td>Oversees and manages classroom technology, media equipment, campus photography, A/V</td>
</tr>
<tr>
<td>(Administrative Personnel)</td>
<td>Recording, Duplication, Copiers, ID cards</td>
</tr>
<tr>
<td><strong>Kristin Young</strong></td>
<td></td>
</tr>
<tr>
<td>Office Assistant, Media</td>
<td>Reception and secretarial duties for the Media Technology Office. Maintains files,</td>
</tr>
<tr>
<td>Technology</td>
<td>answers incoming calls, maintains schedule of equipment rentals, assists at the desk,</td>
</tr>
<tr>
<td>(Staff)</td>
<td>assists with other office duties as assigned.</td>
</tr>
<tr>
<td><strong>Brad Elsberg</strong></td>
<td></td>
</tr>
<tr>
<td>New Media Production.</td>
<td>Producer of new media production for the University. Video and Photo opportunities that</td>
</tr>
<tr>
<td>(1/2 Administrative</td>
<td>support the mission of the University.</td>
</tr>
<tr>
<td>Personnel)</td>
<td></td>
</tr>
<tr>
<td><strong>Network Team</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Curtis Spears</strong></td>
<td></td>
</tr>
<tr>
<td>Sr. Network Administrator</td>
<td>Oversees and manages all network-related issues, Novell GroupWise issues, server</td>
</tr>
<tr>
<td>(Administrative Personnel)</td>
<td>maintenance, cabling for new projects; assists with plans and strategies for future</td>
</tr>
<tr>
<td></td>
<td>network growth. Handles application launcher issues, campus e-mail functionality, file</td>
</tr>
<tr>
<td></td>
<td>back-up &amp; retrieval, cabling or phone lines for new building projects, IP address</td>
</tr>
<tr>
<td></td>
<td>attacks or virus attacks on network, telephone management software, and other</td>
</tr>
<tr>
<td></td>
<td>communication needs.</td>
</tr>
<tr>
<td><strong>Lon Gilbert</strong></td>
<td></td>
</tr>
<tr>
<td>Assistant Network Admin.</td>
<td>Assists in all areas of network, switch configuration, server and cabling maintenance.</td>
</tr>
<tr>
<td>(Administrative Personnel)</td>
<td>Handles computer connectivity issues, virus attacks, cabling projects, TRC duties as</td>
</tr>
<tr>
<td></td>
<td>needed.</td>
</tr>
<tr>
<td><strong>Print Services Team</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lynda Johnson</strong></td>
<td></td>
</tr>
<tr>
<td>Print Shop Manager</td>
<td>Oversees and manages all Print Shop operations; provides high volume copy, offset</td>
</tr>
<tr>
<td>(Staff)</td>
<td>duplicating, and copy center services for administrative functions on campus.</td>
</tr>
<tr>
<td><strong>Web Development Team</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rebecca Shaver</strong></td>
<td>Technical expert for website programmer; works with ColdFusion, PHP, MySQL, Typo3, and</td>
</tr>
<tr>
<td>Web Programmer</td>
<td>Apache programs to bring functionality to website.</td>
</tr>
<tr>
<td>(Administrative Personnel)</td>
<td></td>
</tr>
<tr>
<td><strong>Brad Elsberg</strong></td>
<td>Website graphic design; develops navigation strategy and design elements of the public</td>
</tr>
<tr>
<td>Web Designer</td>
<td>website; designs graphical interfaces, photography, and other media development for the</td>
</tr>
<tr>
<td>(1/2 Administrative</td>
<td>website.</td>
</tr>
<tr>
<td>Personnel)</td>
<td></td>
</tr>
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</table>
# Appendix 6.1 2006 Membership of the Board of Trustees

<table>
<thead>
<tr>
<th>Title</th>
<th>First Name</th>
<th>Last Name</th>
<th>Hometown, State</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Brad</td>
<td>Arnesen</td>
<td>Yakima, Washington</td>
<td>Northwest District</td>
<td></td>
</tr>
<tr>
<td>Mr. Rick</td>
<td>Barton</td>
<td>Post Falls, Idaho</td>
<td>Northwest District</td>
<td></td>
</tr>
<tr>
<td>Admiral</td>
<td>Dale E.</td>
<td>Bainbridge Island, Washington</td>
<td>Washington Pacific District</td>
<td></td>
</tr>
<tr>
<td>Rev. Mark</td>
<td>Bodenstab</td>
<td>Newport, Oregon</td>
<td>Oregon Pacific District</td>
<td></td>
</tr>
<tr>
<td>Dr. Stephen</td>
<td>Burger</td>
<td>Nampa, Idaho</td>
<td>Intermountain District</td>
<td></td>
</tr>
<tr>
<td>Dr. Tim</td>
<td>Bunn</td>
<td>Eagle, Idaho</td>
<td>Intermountain District</td>
<td></td>
</tr>
<tr>
<td>Rev. Larry</td>
<td>Coen</td>
<td>Billings, Montana</td>
<td>Rocky Mountain District</td>
<td></td>
</tr>
<tr>
<td>Rev. Michael</td>
<td>Couch</td>
<td>Anchorage, Alaska</td>
<td>Alaska District</td>
<td></td>
</tr>
<tr>
<td>Rev. Randy</td>
<td>Craker</td>
<td>Spokane, Washington</td>
<td>Northwest District</td>
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</tr>
<tr>
<td>Mr. Robert</td>
<td>Depew</td>
<td>Portland, Oregon</td>
<td>Oregon Pacific District</td>
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</tr>
<tr>
<td>Mrs. Vicki</td>
<td>Duerre</td>
<td>Loveland, Colorado</td>
<td>Colorado District</td>
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</tr>
<tr>
<td>Mr. Gary</td>
<td>Evans</td>
<td>Twin Falls, Idaho</td>
<td>Intermountain District</td>
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</tr>
<tr>
<td>Rev. Mark</td>
<td>Goodwin</td>
<td>Portland, Oregon</td>
<td>Oregon Pacific District</td>
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<tr>
<td>Mr. Mike</td>
<td>Guest</td>
<td>Renton, Washington</td>
<td>Washington Pacific District</td>
<td></td>
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<tr>
<td>Rev. Ron</td>
<td>Halvorson</td>
<td>North Bend, Oregon</td>
<td>Oregon Pacific District</td>
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<tr>
<td>Dr. James</td>
<td>Healy</td>
<td>Salem, Oregon</td>
<td>Oregon Pacific District</td>
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<td>Dr. Bob</td>
<td>Helstrom</td>
<td>Lacey, Washington</td>
<td>Washington Pacific District</td>
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<td>Dr. Holland</td>
<td>Lewis</td>
<td>Yakima, Washington</td>
<td>Northwest District</td>
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<tr>
<td>Rev. Robert</td>
<td>Luhn</td>
<td>Othello, Washington</td>
<td>Northwest District</td>
<td></td>
</tr>
<tr>
<td>Mrs. Shelli</td>
<td>Mann</td>
<td>Billings, Montana</td>
<td>Rocky Mountain District</td>
<td></td>
</tr>
<tr>
<td>Rev. Michael</td>
<td>O'Neill</td>
<td>Mt. Home, Idaho</td>
<td>Intermountain District</td>
<td></td>
</tr>
<tr>
<td>Mrs. Liz</td>
<td>Ott</td>
<td>Casper, Wyoming</td>
<td>Rocky Mountain District</td>
<td></td>
</tr>
<tr>
<td>Rev. David</td>
<td>Ralph</td>
<td>Thornton, Colorado</td>
<td>Colorado District</td>
<td></td>
</tr>
<tr>
<td>Dr. Stan</td>
<td>Reeder</td>
<td>Westminster, Colorado</td>
<td>Colorado District</td>
<td></td>
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<tr>
<td>Mrs. Minnie</td>
<td>Richards</td>
<td>Portland, Oregon</td>
<td>Oregon Pacific District</td>
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<td>Rodes</td>
<td>Puyallup, Washington</td>
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<tr>
<td>Rev. Alan</td>
<td>Scott</td>
<td>Colorado Springs, Colorado</td>
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<tr>
<td>Mr. David</td>
<td>Slonaker</td>
<td>Eagle, Idaho</td>
<td>Intermountain District</td>
<td></td>
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<tr>
<td>Dr. Hugh</td>
<td>Smith</td>
<td>Edmonds, Washington</td>
<td>Washington Pacific District</td>
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<tr>
<td>Mr. Keith</td>
<td>Spicer</td>
<td>Oregon City, Oregon</td>
<td>Oregon Pacific District</td>
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<tr>
<td>Dr. Dean</td>
<td>Thoman</td>
<td>Colorado Springs, Colorado</td>
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<tr>
<td>Mrs. Ginny</td>
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<td>Meridian, Idaho</td>
<td>Intermountain District</td>
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<tr>
<td>Mr. Steve</td>
<td>Walden</td>
<td>Oak Harbor, Washington</td>
<td>Washington Pacific District</td>
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<tr>
<td>Mr. Bob</td>
<td>Walker</td>
<td>Ft. Collins, Colorado</td>
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<tr>
<td>Mr. Bob</td>
<td>Weatherford</td>
<td>Portland, Oregon</td>
<td>Oregon Pacific District</td>
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<tr>
<td>Mr. Jeff</td>
<td>Weisen</td>
<td>Veradale, Washington</td>
<td>Northwest District</td>
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<tr>
<td>Rev. Tim</td>
<td>Westerberg</td>
<td>Vancouver, Washington</td>
<td>Washington Pacific District</td>
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</tr>
<tr>
<td>Mr. Mike</td>
<td>Zahare</td>
<td>Anchorage, Alaska</td>
<td>Alaska District</td>
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# Appendix 6.2  University Administrative Council

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Richard Hagood</td>
<td>President</td>
</tr>
<tr>
<td>Mark Pitts</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Eric Forseth</td>
<td>Vice President for Enrollment Services and Marketing</td>
</tr>
<tr>
<td>Joel Pearsall</td>
<td>Vice President for Financial Affairs</td>
</tr>
<tr>
<td>Carey Cook</td>
<td>Vice President for Student Development</td>
</tr>
<tr>
<td>Gary Skaggs</td>
<td>Vice President for University Advancement</td>
</tr>
<tr>
<td>Ron Ponsford</td>
<td>Dean of the School of Arts, Humanities and Social Sciences</td>
</tr>
<tr>
<td>Ron Galloway</td>
<td>Dean of the School of Business</td>
</tr>
<tr>
<td>Jim Bader</td>
<td>Dean of the School of Education, Social Work and Counseling</td>
</tr>
<tr>
<td>Dan Nogales</td>
<td>Dean of the School of Health and Science</td>
</tr>
<tr>
<td>Mark Maddix</td>
<td>Dean of the School of Theology and Christian Ministries</td>
</tr>
<tr>
<td>Glena Andrews</td>
<td>Faculty Chairperson</td>
</tr>
<tr>
<td>Rich Sanders</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Dick Van Schyndel</td>
<td>Director of Operations</td>
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</table>
Appendix 8.1  NNU Campus Map

Northwest Nazarene University
Great minds • Great hearts • Great futures

OUR CAMPUS

LEGEND

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Admissions Welcome Center</td>
<td>36</td>
</tr>
<tr>
<td>Brandt Center</td>
<td>50</td>
</tr>
<tr>
<td>B.R.I.C.K. House</td>
<td>48</td>
</tr>
<tr>
<td>Campus Safety Office</td>
<td>22</td>
</tr>
<tr>
<td>Ceramics and Sculpture Studio</td>
<td>56</td>
</tr>
<tr>
<td>Challenge (Ropes) Course</td>
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<tr>
<td>College Church of the Nazarene</td>
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<tr>
<td>Corlett Hall</td>
<td>20</td>
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<tr>
<td>Culver Hall</td>
<td>46</td>
</tr>
<tr>
<td>Dooley Hall</td>
<td>47</td>
</tr>
<tr>
<td>Eime Hall</td>
<td>27</td>
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<tr>
<td>Emerson Administration Building</td>
<td>29</td>
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<tr>
<td>Environmental Services</td>
<td>21</td>
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<tr>
<td>Fine Arts Building</td>
<td>51</td>
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<tr>
<td>Finkbeiner Recreation Area</td>
<td>23</td>
</tr>
<tr>
<td>Ford Hall</td>
<td>25</td>
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<tr>
<td>Graduate Studies in Counseling</td>
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<tr>
<td>Graduate Studies in Education</td>
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<td>Halle Softball Field</td>
<td>3</td>
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<td>Helstrom Business Center</td>
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<tr>
<td>Holly 1000 Apartments</td>
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<tr>
<td>Johnson Sports Center</td>
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<tr>
<td>Kirkeide Married Student Housing</td>
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<tr>
<td>Lanman Prayer Garden</td>
<td>49</td>
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<tr>
<td>Lee Athletic Complex</td>
<td>14</td>
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<tr>
<td>Little Prayer Chapel</td>
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<td>Olsen Apartments</td>
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<td>Properties Management Office</td>
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<tr>
<td>Riley Library</td>
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<tr>
<td>Science Building</td>
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<tr>
<td>Science Lecture Hall</td>
<td>54</td>
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<tr>
<td>Security / Police Substation</td>
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<tr>
<td>Soccer Field</td>
<td>24</td>
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<td>Social Work Office</td>
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<td>Student Center</td>
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<td>Sutherland Hall</td>
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<td>Tennis Courts</td>
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<td>Track and Field</td>
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<td>Vail Baseball Field</td>
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<td>Wiley Alumni House</td>
<td>33</td>
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<tr>
<td>Wiley Learning Center</td>
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<td>Williams Hall</td>
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Northwest Nazarene University • 623 Holly Street • Nampa, Idaho 83686-5897 • 1-877-NNU-4-YOU • www.nnu.edu

APPENDICES - 26
# Campus Offices/Departments and Room Locations

<table>
<thead>
<tr>
<th>Offices</th>
<th>Building</th>
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<tr>
<td>Academic Advising &amp; Testing</td>
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<td>Academic Support Center</td>
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<td>Admissions</td>
<td>Admissions Welcome Center</td>
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<td>Wiley Alumni House</td>
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<tr>
<td>Art Department</td>
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<td>Johnson Sports Center</td>
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<td>Biology Department</td>
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<td>Box Office</td>
<td>Brandt Center</td>
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<td>Business &amp; Economics Department</td>
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<td>Business Office</td>
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<td>Campus Life</td>
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<td>Campus Ministries</td>
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<td>Career Center</td>
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<td>Center for Professional Development</td>
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<td>Church Relations</td>
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<td>English Department</td>
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<td>Health Services</td>
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<tr>
<td>Marketing/Public Relations</td>
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<td>Master of Arts in Religion Online</td>
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<td>Multi-Cultural Affairs</td>
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<td>Physics Department</td>
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<td>Political Science Department</td>
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<td>Post Office</td>
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<td>Print Shop</td>
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<td>Psychology Department</td>
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<td>Registrar</td>
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<td>Williams Hall</td>
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<td>Rentals</td>
<td>Properties Management Office</td>
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<td>Resident Life</td>
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<td>Student Center</td>
<td>Student Center</td>
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<td>Retention Office</td>
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<td>ROTC</td>
<td>Johnson Sports Center</td>
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<td>Campus Safety Office</td>
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<td>Security Office</td>
<td>Security/Police Substation</td>
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<tr>
<td>Social Work Department (Undergraduate)</td>
<td>Social Work Office</td>
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<td>Social Work Office</td>
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<td>STEP</td>
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<td>Student Development</td>
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<td>Student Government Association</td>
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<td>Student Resource Center</td>
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<td>Technical Response Center</td>
<td>Emerson Administration Building</td>
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<td>University Advancement</td>
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## Room Locations

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<th>Room Locations</th>
<th>Building</th>
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<tr>
<td>Amity Perk</td>
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<tr>
<td>Caven Suite</td>
<td>Brandt Center</td>
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<tr>
<td>Dillabaugh Suite</td>
<td>Johnson Sports Center</td>
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<tr>
<td>Dining Hall</td>
<td>Student Center</td>
</tr>
<tr>
<td>Ellis Board Room</td>
<td>Helstrom Business Center</td>
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<tr>
<td>Emerson Auditorium</td>
<td>Emerson Administration Building</td>
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<tr>
<td>Feltar Lecture Hall</td>
<td>Wiley Learning Center</td>
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<tr>
<td>Ferdinand Suite</td>
<td>Johnson Sports Center</td>
</tr>
<tr>
<td>Friesen Art Galleries</td>
<td>Brandt Center</td>
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<tr>
<td>Harter Lecture Hall</td>
<td>Helstrom Business Center</td>
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<tr>
<td>Jones Suite</td>
<td>Brandt Center</td>
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<tr>
<td>Kratz Rotunda</td>
<td>Wiley Learning Center</td>
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<tr>
<td>President’s Dining Room</td>
<td>Student Center</td>
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<tr>
<td>Science Lecture Hall</td>
<td>Science Lecture Hall</td>
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<tr>
<td>Swayne Auditorium</td>
<td>Brandt Center</td>
</tr>
<tr>
<td>Wordsworth Meeting Room</td>
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</tr>
</tbody>
</table>

*If you need further assistance in locating a particular office or location on campus, please call our campus switchboard at 208-467-8011 during business hours or contact campus security at 208-467-8550 during non-business hours.*
## Appendix 8.2 Building Overview and Square Footage of Campus Buildings

<table>
<thead>
<tr>
<th>Building</th>
<th>Gross Sq. Ft</th>
<th>Date Constructed/Remodeled</th>
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<tr>
<td><strong>Emerson Administration Building</strong></td>
<td>24,004</td>
<td>1915/1931</td>
</tr>
<tr>
<td><strong>Alumni House</strong></td>
<td>2,740</td>
<td>1919</td>
</tr>
<tr>
<td>Director of Alumni Services Offices, Four guest rooms, Parlor</td>
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</tr>
<tr>
<td><strong>Boiler Annex</strong></td>
<td>4,472</td>
<td>1940</td>
</tr>
<tr>
<td>Science Classroom and lab, garage, Physics lab, Ceramics facilities, Storage for musical production equipment</td>
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<td></td>
</tr>
<tr>
<td><strong>Brandt Center</strong></td>
<td>46,156</td>
<td>1997</td>
</tr>
<tr>
<td>Auditorium, Art Exhibit Rooms, Hospitality Suites, Director of Conferences &amp; Events Offices, Foyer, Art Storage rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Brick House</strong></td>
<td>3,768</td>
<td>1953</td>
</tr>
<tr>
<td>Student Social area, Four residence rooms, basement recreation room, full kitchen, patio</td>
<td></td>
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</tr>
<tr>
<td><strong>Corlett Hall</strong></td>
<td>34,994</td>
<td>1980</td>
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<tr>
<td>Residence Hall, Resident Director Apartment</td>
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<tr>
<td><strong>Culver Hall</strong></td>
<td>24,660</td>
<td>1965</td>
</tr>
<tr>
<td>Residence Hall, Resident Director Apartment</td>
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<tr>
<td><strong>Dooley Hall</strong></td>
<td>33,233</td>
<td>1960</td>
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<td>Residence Hall, Resident Director Apartment</td>
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<tr>
<td><strong>Elmore Hall</strong></td>
<td>3,791</td>
<td>1917</td>
</tr>
<tr>
<td>History and Political Science faculty offices, Classrooms, University Chaplain Office</td>
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<tr>
<td><strong>Environmental Services</strong></td>
<td>5,764</td>
<td>1968</td>
</tr>
<tr>
<td>Maintenance and Custodial Offices, Storage for Maintenance &amp; Custodial</td>
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</tr>
<tr>
<td><strong>Fine Arts Building</strong></td>
<td>21,544</td>
<td>1926</td>
</tr>
<tr>
<td>Faculty offices, Staff offices, Teaching Studios, Conference Room, Costume Rooms, Four Practice rooms (three of which contain five-foot grand pianos), Two large ensemble rehearsal rooms, a 72-seat recital hall with two grand pianos, Solo and Ensemble Practice Facilities, an Electronic Keyboard Laboratory, a Listening Laboratory, a MIDI Computer Laboratory, and a Baldwin Electronic Practice Organ, Extensive Choral and Instrumental Libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ford Hall</strong></td>
<td>53,694</td>
<td>1997</td>
</tr>
<tr>
<td>Residence Hall, Resident Director Apartment</td>
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<tr>
<td><strong>Grounds Shop</strong></td>
<td>1,185</td>
<td>1992</td>
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<tr>
<td>Shop for Grounds Equipment, Storage for Grounds equipment and supplies</td>
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<tr>
<td><strong>Helstrom Business Center</strong></td>
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</tr>
<tr>
<td>Business Department, Faculty offices, Classrooms, Auditorium, Support staff offices</td>
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<tr>
<td><strong>Johnson Sport Center</strong></td>
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<td>1972/2004</td>
</tr>
<tr>
<td>Athletic Director Offices, Coach Offices, Gym, Fieldhouse, Weight rooms, ROTC Offices, Hospitality Suites, Cardio Room, Racket ball courts, Laundry room, Student Athlete Locker rooms, Faculty Locker rooms, Ticket booth, Service desk, Kinesiology Office, classrooms</td>
<td></td>
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</tr>
<tr>
<td>Building Description</td>
<td>Square Feet</td>
<td>Year</td>
</tr>
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<td>--------------------------------------</td>
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<tr>
<td>Kirkeide Apartments Residence Hall, Resident Director Apartment</td>
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<td>18,130</td>
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<td>Prayer Chapel Prayer stations</td>
<td>961</td>
<td>1998</td>
</tr>
<tr>
<td>Morrison Hall (razed 2005)</td>
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<td></td>
</tr>
<tr>
<td>Prayer Chapel</td>
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<td>1998</td>
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<tr>
<td>Riley Library</td>
<td>20,718</td>
<td>1966</td>
</tr>
<tr>
<td>Science Building Residence Hall, Classrooms, Lab Facilities, Lecture Hall, Student computer lab</td>
<td>24,832</td>
<td>1949</td>
</tr>
<tr>
<td>Science Lecture Hall Auditorium (400+ seats), Stage, Dressing rooms, Storage rooms, Sound booth</td>
<td>7,669</td>
<td>1965</td>
</tr>
<tr>
<td>Social Science Building Faculty offices, Reception area</td>
<td>1,517</td>
<td>1947</td>
</tr>
<tr>
<td>Student Center Residence Hall, Resident Director Apartment</td>
<td>16,502</td>
<td>1964</td>
</tr>
<tr>
<td>Wiley Learning Center Psychology faculty offices, Social Work faculty offices, student computer lab, Media Services Office, student labs and classrooms</td>
<td>28,689</td>
<td>1968</td>
</tr>
<tr>
<td>Williams Hall Religion faculty offices, Classrooms, Conference room, Support staff offices</td>
<td>8,228</td>
<td>1942</td>
</tr>
</tbody>
</table>