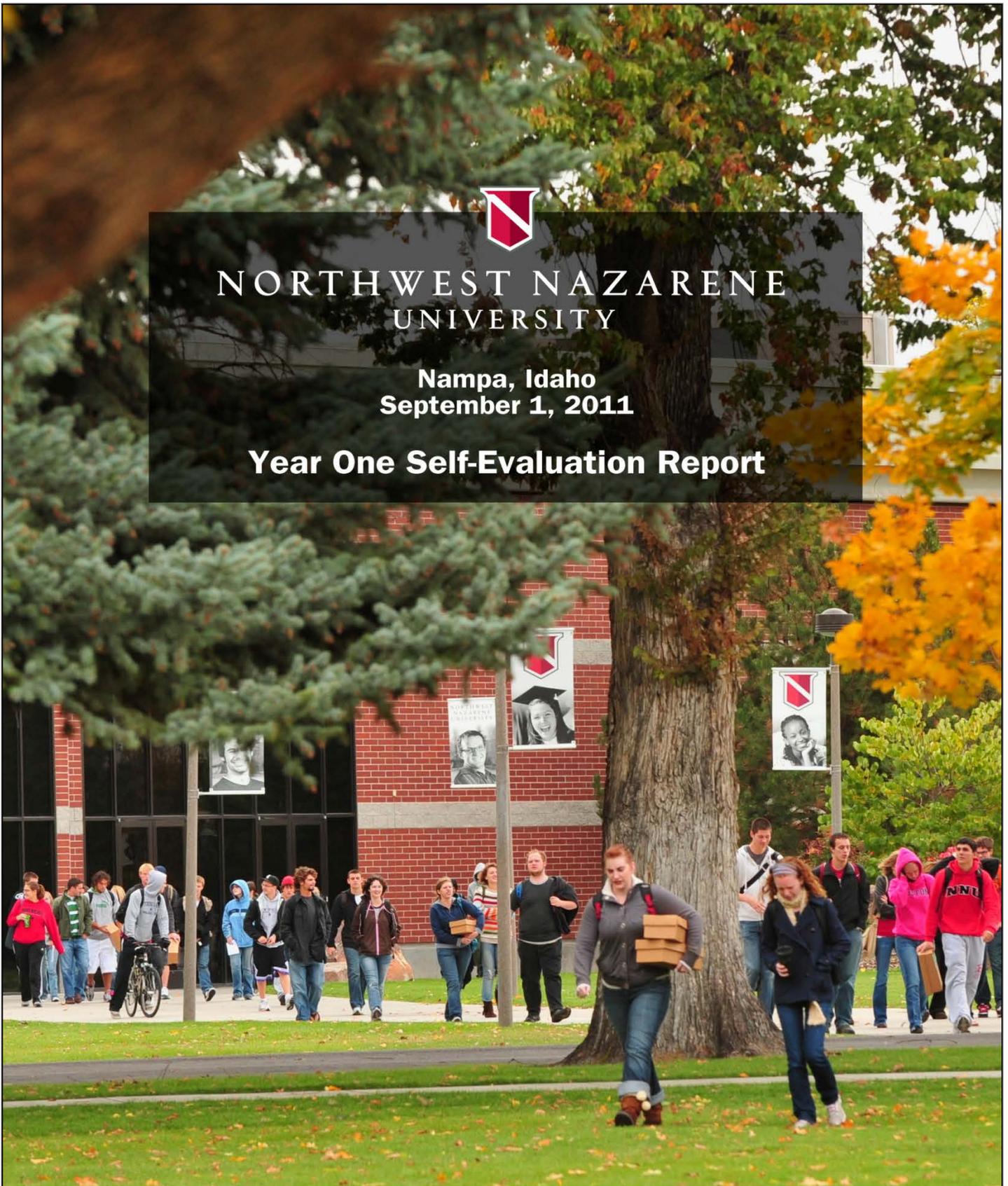




**NORTHWEST NAZARENE
UNIVERSITY**

**Nampa, Idaho
September 1, 2011**

Year One Self-Evaluation Report



**Prepared for the
Northwest Commission on Colleges and Universities**

TABLE OF CONTENTS

INSTITUTIONAL OVERVIEW	1
PREFACE.....	3
INSTITUTIONAL CHANGES SINCE LAST REPORT.....	3
Governance.....	3
Leadership.....	3
Long-Range Planning.....	4
Facilities.....	4
Academics.....	5
RESPONSE TO 2006 RECOMMENDATIONS	6
Recommendation One	6
Recommendation Two.....	6
Recommendation Three	7
Recommendation Four	8
RESPONSE TO 2008 RECOMMENDATION	9
Recommendation One	9
CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS	10
EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3.....	10
Authority.....	10
Mission and Core Themes	10
STANDARD 1.A. MISSION.....	11
Mission, Identity, Foundation, and Values.....	11
Interpretation of Mission Fulfillment	11
Acceptable Threshold, Extent, or Degree of Mission Fulfillment.....	12
STANDARD 1.B. CORE THEMES	13
Core Theme One: Transformation.....	13
Core Theme Two: Truth.....	16
Core Theme Three: Community.....	19
Core Theme Four: Service	22
CONCLUSION	25

INSTITUTIONAL OVERVIEW

Established in 1913, Northwest Nazarene University (NNU) is a comprehensive Christian university founded upon a liberal arts philosophy of education, offering undergraduate degrees in 35 majors covering more than 60 areas of study, master's degree programs in 11 disciplines, an Ed.D. degree in Educational Leadership, accelerated delivery degree programs, a variety of continuing education credits, and express education and concurrent credit for high school students.

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

A record total enrollment of 2,063 for fall 2011 includes 1,329 undergraduate and 734 graduate students, compared to a previous record total enrollment of 2,020 for fall 2010, which included 1,322 undergraduate and 698 graduate students. The 2010 numbers represented a substantial 12 percent growth in graduate students and a small increase in undergraduate students from 2009 fall enrollment numbers.

As one of eight U.S. liberal arts colleges affiliated with the Church of the Nazarene, NNU is the college for the Northwest Region of the United States, which includes Idaho, Oregon, Washington, Alaska, Montana, Wyoming, Colorado, and parts of Nevada and Utah. While a majority of undergraduate students come from the Northwest Region, students from 40 states and 11 countries attend NNU. Online graduate programs include students from 65 different countries. Approximately 55% of NNU undergraduate students claim "Nazarene" as their church background and the other 45% belong to a variety of different Christian denominations and religions.

In Nampa, NNU is primarily a residential campus, with 63% of the undergraduate population living in campus housing and many others living in close proximity to the campus. Women make up 60% and men 40% of the undergraduate student population. The undergraduate student population is predominantly white, non-Hispanic/Latino; however, the number of Hispanic/Latino and Asian students on campus has increased in recent years. In the fall of 2011, NNU is anticipating a population of nearly 50 students from outside the USA.

NNU employs 111 full-time teaching faculty, with 89 (80.1%) holding the highest degree in their fields and an additional 10 faculty members enrolled in doctoral programs. The student-to-faculty ratio is 13:1 for traditional undergraduate courses, 9:1 for accelerated delivery undergraduate courses, and 12:1 for graduate courses. The average class size is 17:1 for traditional undergraduate courses, 11:1 for accelerated delivery undergraduate courses, and 11:1 for graduate courses.

The academic structure of the University is organized into six schools: the School of Arts, Humanities, and Social Sciences; the School of Business; the School of Education, Social Work, and Counseling; the School of Nursing and Health Sciences; the School of Science and Mathematics; and the School of Theology and Christian Ministries. Undergraduate degrees conferred include Bachelor of Arts; Bachelor of Science; Bachelor of Science in Nursing; and Bachelor of Science in Applied Studies. The University also offers Masters degrees in Business, Counseling, Education, Nursing, Religion, and Social Work. In the fall of 2011, we anticipate enrolling our first cohort of doctoral students who will be seeking the Ed.D. in Educational Leadership.

NNU is largely tuition-dependent with tuition and fees representing approximately 75% of its annual revenues. The University also has a significant portion of its annual revenue derived from gifts (typically in excess of 10% of annual revenue). In addition, the University annually receives substantial unrestricted contributions from the local Nazarene churches located on the Northwest Region; these contributions represent nearly 6% of the University's total revenue. The 2011-12 operating budget for NNU is \$32.5 million. The University's total endowment is currently over \$26 million.

In recent years NNU has been the recipient of several institutional grants from the Murdock Trust and Butterfield Foundation, as well as individual grants from the National Institutes of Health, the Idea Network of Biomedical Research Excellence (INBRE), and the National Science Foundation.

NNU was named as a 2011 "Best in the West" university by The Princeton Review and was identified as one of the leading universities in the West by U.S. News & World Report in their annual America's Best Colleges edition. NNU advanced in the top tier of U.S. News & World Report's ranking to number 40 of 125 master's level universities in the west.

Additional information:

About NNU (<http://www.nnu.edu/about/>)

PREFACE

INSTITUTIONAL CHANGES SINCE LAST REPORT

Governance

Although we have no changes to report at this time, the University is currently undergoing an internal assessment of academic governance structures. We anticipate some changes in structure during the next two years as a result of this periodic assessment effort. In addition, the NNU Board of Trustees, in collaboration with the University administration and representatives from the faculty, are developing a Board Policy Manual that will govern the interactions between the Board and the institution. We anticipate the completion of the Board Policy Manual in the spring of 2012 with implementation by the fall of that same year.

Leadership

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

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

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

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

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

Long-Range Planning

The University continues to be guided by an ongoing strategic planning process based on three-year plans. Initiated under the leadership of our former president Dr. Richard A. Hagood, the 9th edition, *A Context for Planning: 2008-2011*, laid the foundation and provided a smooth transition for our new president, Dr. David Alexander, to imprint his own vision on the University. In October 2010, the Board of Trustees approved *NNU Vision 2025: A More Excellent Way*, a long-range plan containing five three-year phases. The first phase, *Toward Century Two: The 2010-2013 Strategic Plan*, will lead the University up to its centennial year.

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

Plans are being laid and steps are being taken to properly prepare and position NNU for its 2013 centennial celebration. The appointment of a Centennial Coordinator and the establishment of a Centennial Steering Committee are helping to facilitate the planning process. In conjunction with the centennial, the University is also planning to launch a Centennial Fund-raising Campaign that will become the largest capital and endowment fund-raising initiative that the University has ever undertaken. A significant portion of this campaign will help fund Phase Three of the Campus Master Plan.

Additional information:

NNU Vision 2025 (<http://www.nnu.edu/offices/marketing-media/annual-report>)

Facilities

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

Construction of the Thomas Family Health and Science Center was completed in May 2009. This 50,000 sq. ft. facility houses the Schools of Science and Mathematics and Nursing and Health Sciences. Containing state-of-the-art laboratories, classrooms, and a lecture hall, this building will serve the University well for years to come.

Implementation of Phase One of the Campus Master Plan is well under way. The lower three floors of the former science building were completely renovated and now house the Departments of Social Work, Counseling, and Graduate Education. The previous Science Lecture Hall was remodeled and is now “The Little Theatre,” a multi-function performance facility used for both campus and local community events. In June 2011, the Environmental Services Department relocated to a new 11,000 sq. ft. facility, vacating an outdated facility currently located in the middle of the future residential village. Schematic design drawings have been completed for construction of a new Learning Commons/Riley Library renovation and expansion; construction documents will be drafted later this year.

In anticipation of Phases Two and Three of the Campus Master Plan, committees have completed program planning for a new Student Center (Centennial Commons), and are in the process of

completing program planning for new residential facilities and a new Center for Ministry and Service. NNU is also continuing to acquire parcels in the University's path of progress. Until the land is actually needed, the acquired parcels are being used as rental properties.

Academics

The influence of the Library Director was increased in January 2008 when she was appointed to a newly created position as Dean of Learning Resources. This academic area brings under one administrative umbrella faculty members from Academic Advising and Testing, the Academic Support Center, E-Learning, Information Technology, Library Services, and the Registrar's Office. The majority of the people in each of these departments will be housed in the new learning commons and library facility.

In 2009, the School of Health and Science was divided into two schools: the School of Science and Mathematics and the School of Nursing and Health Sciences.

The following is a list of substantive changes approved by the NWCCU since our last full-scale evaluation in 2006:

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

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

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

RESPONSE TO 2006 RECOMMENDATIONS

In response to the four recommendations received following the last full-scale visit in October 2006, NNU submitted a Focused Interim Report in April 2008 that addressed Recommendation One. In September 2008, NNU submitted a Focused Interim Report that addressed Recommendations Two, Three, and Four, which was followed by a focused interim visit in October 2008. The following is a brief summary of the progress that has been made related to the four recommendations since October 2006.

Recommendation One

The committee recommends that the University continues to address deficiencies in the “assessment to planning” process in some areas. Currently there is inconsistency among programs regarding the documentation of analysis and the program modification phase of the process (Policy 2.2).

Over the past five years, NNU has made significant progress in developing a culture of assessment among academic departments on campus. The appointment of an assessment officer in 2007 has enabled the University to address deficiencies in the “assessment to planning” process by meeting with and providing input, assistance, and training for departments as necessary. Departments still vary in the state of their assessment processes, but they are now focused on employing ongoing, systematic assessment to evaluate and make improvements to their programs. In the fall of 2011, each academic program will undergo a full review of their core curricula, outcomes, and assessment measures. It is our aim to create consistently designed and implemented assessment and planning processes in every program on campus.

Assessment now plays a large and growing role in decision-making and is the cornerstone of the University’s academic excellence. Assessment decisions are largely data driven, using formal and documented methods of analysis, which is leading to better decisions in course sequencing, content, and delivery methods for programs.

Recommendation Two

The committee recommends that the University address inadequacies in the library building and the adequacy of space either through renovation or new construction. The committee also recommends that the University address staffing issues in the library in a manner consistent with resources and programmatic needs (Standard 5.C and 5.D.).

In the spring of 2008, the Board of Trustees designated approximately \$5.5 million in funds from the Leah Peterson estate to serve as the lead gift for the renovation and expansion of a library/learning commons facility to be named in her honor. The University also named a Programming Committee Chair and Project Manager to lead NNU through the process of programming and planning the facility. Schematic drawings for the facility were completed in December 2010, and construction documents will be drafted later this year. Based on additional fund-raising, it is hoped that the University will break ground for the facility in 2012, which would lead to a completion date of fall/winter 2013. The completed facility will increase the size of the building from 22,800 sq. ft. to nearly 58,000 sq. ft. and will provide significantly increased library space, an academic learning commons for the University, as well as house additional learning resource units including Academic Advising and Testing, the Academic Support Center, E-Learning, Information Technology, and Technology and Media Resources.

The University has made a number of improvements to the current library facility since 2006 to increase the usable space and enhance the study environment. In anticipation of the new facility, \$100,000 was made available to update furniture to make the current facility more pleasant and also be used in the new/renovated space when construction is completed. Additional shelving was added on the main and upper levels of the library for monographs to provide growth space for the collection. Finally, NNU recently joined the e-brary consortium. This relatively simple and cost effective decision has added an additional 70,000 full-text e-books to the University's collection. We are presently assessing the additional staffing that will be needed to manage the training of faculty, staff, and students in the use of this new collection.

To help address staffing concerns in the library, one of the library staff positions was increased from part-time to full time. In 2009, one of the faculty librarian positions was increased from a 10-month to an 11-month position. Finally, elevating the role of the Library Director to the level of Dean of Learning Resources has broadened the scope of services that are offered. Coordinating the staffing efforts of E-learning, student support services and library services has resulted in certain efficiencies of scale and serves as a strong transition in preparation for the new Learning Commons facility.

Recommendation Three

The committee recommends that the University develop and implement a realistic plan and timetable to build a budget for capital upgrades and improvements, including adequate budgets for library acquisitions, technology upgrades and replacements, and other equipment and supplies (Standard 8.A and 8.B).

In March 2008, the Board of Trustees approved a \$5 million bond issuance in order to provide the necessary funding to complete a number of upgrades and improvements to campus facilities including the renovation of Culver, Dooley, and Sutherland residence halls, renovation of the former science building, installation of an elevator in the Wiley Learning Center, installation of perimeter fencing and improved lighting around campus, construction of a new soccer field, and property acquisition and demolition.

The University administration continues to monitor library budgets related to acquisitions. It is the assessment of the administration that current budgets are adequate to provide needed resources to the University's faculty and students, both on-site and online. The University continues to add to library budgets when new programs are added to the University's offerings. As mentioned above, acquisition of the e-brary collection represents a significant increase in the number of texts available to constituents of the institution.

A replacement cycle and funding plan developed by the Technology Advisory Group (TAG) has been implemented to address technology upgrades and replacement of the most critical technology equipment on campus. The plan included a four-year implementation timetable beginning with the 2007-08 fiscal year, with annual IT budget allocations increasing by \$60,000 per year to a total of \$240,000. Upon further evaluation, the TAG saw the need to raise the final additional allocation to its present level of \$280,000 with the anticipation that this will provide sufficient funding to support necessary technology upgrades and improvements per the replacement cycle schedule.

With the construction of the Thomas Family Health and Science Center, the facility included new equipment valued at over \$1 million to support the University's nursing and science programs. This is in addition to science equipment that is added annually as a result of research program grants.

A new multimedia Mac lab in the Fine Arts Building has provided the Departments of Music and Art and Design with access to additional technology and software to support their programs.

Although not yet currently in use, the University recently obtained a back-up generator capable of powering over one-third of the campus. Plans are being made to integrate this generator with the renovation of the Riley Library to provide back-up power for the main computer server room that will be located in this facility.

Recommendation Four

The committee recommends that all facilities be reviewed for access with regard to the physically disabled, especially the Wiley Learning Center and Riley Library, and that NNU takes action to provide access for the physically disabled to labs, library holdings, and other areas (Standard 8.A.5).

In response to this recommendation, the President's Cabinet conducted a review of all campus facilities giving special attention to access for the physically disabled. As a result of that review, the following improvements have been made on campus:

- Automatic handicap door openers were installed in the Student Center, Johnson Sports Center, Helstrom Business Center, and the Wiley Learning Center.
- Construction and installation of an elevator in the Wiley Learning Center, which provides access to all three floors of the building.
- The elevator in the Riley Library was modified and upgraded to provide handicap access to all three floors of the library.
- An ADA compliant unisex restroom was built in the Student Center and two restrooms in the Wiley Learning Center were remodeled to become ADA compliant unisex restrooms.
- A wheelchair accessible ramp was installed in the front of the Social Work Building (which has since become the Wellness Center).
- Improvements were made to the asphalt walkway (widening and resurfacing) to the Corlett and Olson Apartments and new lighting was installed.
- An electric lift was installed in Culver Hall to accommodate wheel chair access from the main entry/lobby level to the lower residence floor.

RESPONSE TO 2008 RECOMMENDATION

The October 24, 2008, Focused Interim Evaluation report provided the following recommendation as a follow-up to Recommendation Two from the 2006 full-scale visit.

Recommendation One

The evaluator recommends that the University continue to address staffing issues as plans for the new facility develop. It seems apparent that three primary units will occupy the new or remodeled facility: library, media technology, and information technology. It is critical that faculty and students have adequate staffing in these units in order to support teaching, learning, and research of the University (Standard 5.D.).

Particular attention is being given to design the Learning Commons facility in such a way that will promote synergistic alliances between the library staff and academic resource departments that will co-exist in the new facility. This will likely result in some economy of scale as services currently being duplicated in different buildings across campus will be able to share common service areas in the new facility. Student employees will be cross-trained to answer questions and perform multiple functions within the various departments. Additionally, the schematic drawings for the Learning Commons include extra office spaces in each of the Academic Resource departments that will accommodate future staffing needs.

NNU has an Environmental Impact Statement process in place that provides a mechanism for the University to increase support staff when new programs are instituted. Administrators continue to monitor staffing needs in the Academic Resources departments (which includes library, media technology, and information technology) and address these needs in a fiscally responsible manner.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3

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 grant degrees.

Mission and Core Themes

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

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

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

STANDARD 1.A. MISSION

Mission, Identity, Foundation, and Values

Mission

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

Identity

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

Foundation

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

Values/Core Themes

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

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

Interpretation of Mission Fulfillment

Mission fulfillment at NNU has traditionally been the product of a combination of long-range planning and annual planning. These planning processes are driven by the University's vision imperatives and operational goals. In addition, mission fulfillment can be measured by careful assessment of the University's core themes and outcomes as articulated below.

Long-Range Planning

NNU is guided by a highly participatory long-range planning process that is based on a series of three-year strategic plans. These strategic plans provide an ongoing template for planning, action, and assessment of mission fulfillment. Each plan is embedded with a series of measureable goals and recommendations that are reviewed by administrators and the Board of Trustees on a regular basis.

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

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

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

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

Annual Planning

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

This annual initiative process is very systematic and particularly effective since it is closely aligned with the University's strategic plan. The operational goals are structured and measurable, allowing administrators to regularly evaluate progress toward mission fulfillment.

Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Specific objectives for each of the core themes are described in detail in the following section of this report. The University is in the process of identifying and developing key indicators that will be used to assess each of these objectives. An important part of this process will be to determine the acceptable threshold levels for quantifiable indicators, as well as the extent or degree of mission fulfillment represented by each indicator.

STANDARD 1.B. CORE THEMES

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

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

Core Theme One: Transformation

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

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

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

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

Objective One: Students will move/grow from information recall toward evaluation, analysis, synthesis, creativity and application.		
	Indicator	Desired Outcome
1	Student improvement in scores on assessment measures of evaluation, analysis, synthesis, creativity, and application	Statistically significant improvement
2	Student growth toward higher level thinking demonstrated in their written work	Continual improvement

Rationale

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

Indicator two is assessable using departmentally-developed assessments based on outcomes unique to their major programs, as well as Cornerstone versus Capstone writing comparisons. These data are meaningful because they provide information about the growth of students' higher level thinking generally and specifically in their major fields of study and in preparation for the workforce.

Objective Two: Students will be able to articulate their own beliefs and practices while respecting diverse points of view and the people who hold them.		
	Indicator	Desired Outcome
1	Students can intelligently discuss their own personal beliefs and practices and their commitment to them	A majority of graduating students can articulate their own beliefs and practices
2	Students demonstrate attitudes and behaviors that reflect understanding of and respect for beliefs and points of view that are different from their own	A majority of graduating students express an increased acceptance of others who hold differing points of view

Rationale

Indicator one can be assessed utilizing students' writing samples from Cornerstone and Theology general education courses, and from Capstone courses within their majors. These samples provide a meaningful way to track and document changes in student's personal beliefs and practice, and their ability to articulate growth and commitment to them.

Indicator two can be measured using data from the College Student Survey (CSS) and the writing samples referred to in the previous paragraph, as well as essays written in completion of the cross cultural requirement. These data reflect students' ability to understand and respect beliefs and points of view different from their own.

Objective Three: Students will grow and develop in their understanding of who Christ is and in personal expression of Christlike character.		
	Indicator	Desired Outcome
1	Student growth and development in their knowledge of biblical themes, particularly those relating to the life of Christ	Statistically significant improvement
2	Student participation in curricular and co-curricular activities that demonstrate personal expression of Christlike character	Participation by a majority of students

Rationale

Indicator one is assessable using pre/post assessments administered at the beginning and end of specified Biblical Literature and Theology courses to measure student improvement. It is meaningful

because it measures improvement in students' knowledge and understanding of biblical themes, particularly the life and teachings of Christ.

Indicator two examines behaviors that can be tracked using self-report measures (including Capstone reflection papers) and attendance records of curricular and co-curricular activities that provide opportunities for students to develop and exhibit Christlike character qualities. In addition, there are some data from the Cooperative Institutional Research Program (CIRP), Your First College Year (YFCY), and the CSS that speak to the qualities addressed in this objective. Measuring this indicator is particularly meaningful because of the centrality of these characteristics to NNU's mission.

Objective Four: Students will gain a better understanding of the world by engaging in cross-cultural experience, reflection, and analysis.		
	Indicator	Desired Outcome
1	Number of students (%) participating in study abroad programs or participating in Tier I activities	Increased number (%) of participating students
2	Number of students (%) that indicate that the quality of their cross-cultural experience and their ability to talk about it as a significant transformative event in their lives	Increased number (%) of students

Rationale

Indicator one is assessed using data currently being collected by the Director of the Cross-Cultural Program. In recent years, NNU has placed an increased emphasis on helping students develop the sensitivity and skills necessary to function effectively in an increasingly culturally complex world by requiring them to engage in a variety of cross-cultural experiences. Students fulfill this graduation requirement by completing a combination of Tier I, Tier II, and Tier III experiences. Tier I experiences are the most immersive of the options and provide the greatest opportunity for students to gain sensitivity and develop their understanding of other cultures. The indicator is meaningful because it identifies the number of students annually who choose to participate in a Tier I activity (including study abroad programs) to fulfill their cross-cultural requirement.

Indicator two is assessable because it relies on students' papers written upon completion of cross-cultural experiences, which are documents the University already collects. It is meaningful because it measures the degree to which students' cross-cultural experiences are a significant transformative event in their lives.

Objective Five: The University will utilize assessment data to reform, revise, and reinvent its operations and curriculum as needed.		
	Indicator	Desired Outcome
1	Curricular and co-curricular changes to university policy, programs, and practice are made based on evidence from data collection and analysis	Improvements to the University's operations and curriculum

Rationale

This indicator is assessable utilizing minutes from the Undergraduate and Graduate Academic Councils, General Education Council, as well as other faculty councils and committees. It is meaningful because it focuses on utilizing assessment data to drive change at the institutional level.

Core Theme Two: Truth

One of the primary components of an NNU education is the pursuit of truth. Students at NNU explore knowledge, the wonder of God's creative activity, the story of human civilization, and achievements in the arts, sciences, and professions—all in the pursuit of what is noble and pure and good and beautiful and true. While we believe that there is great congruence between the discoveries of the natural, social, and behavioral sciences with the truth represented in the core tenants of Christian theology, there are also points of apparent conflict. Understanding and being able to articulate the congruence and the tension are part of this core theme.

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

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

Objective One: Undergraduate students will acquire a broad base of knowledge from across the liberal arts disciplines.		
	Indicator	Desired Outcome
1	Undergraduate students will achieve the outcomes described in the General Education curriculum of the University	Increase in average number of outcomes determined as successfully meeting requirement
2	Undergraduate students' performance on a nationally-normed General Education test	Perform within or above the mean range

Rationale

Indicator one can be assessed using evidence from students' performance in required General Education courses and their ability to use the knowledge and skills of the liberal arts core in the courses in their major. It is meaningful because it measures the degree to which students achieve the General Education outcomes of the University.

Indicator two is assessable because it uses the CAAP exam. It is meaningful because it measures student understanding of knowledge from across the liberal arts disciplines.

Objective Two: Students will be able to collect, validate, analyze, and evaluate information for its reliability/truthfulness.		
	Indicator	Desired Outcome
1	Students will be able to use academic resources including library, Internet, and other media to gather useful information	Increased utilization of quality sources
2	Student improvement in their ability to effectively select, critique, and evaluate information	Continued improvement in ability to separate facts from opinion
3	Number of student research portfolios, publications, and conference presentations	Increased number

Rationale

Indicators one and two are assessable because they utilize research projects required in specific General Education courses in which students demonstrate their ability to use academic resources and determine the reliability and truthfulness of information. Indicator one is meaningful because it measures students' ability to collect and validate information for its reliability and truthfulness. Indicator two is meaningful because it measures students' ability to analyze and evaluate information for its reliability and truthfulness.

Indicator three is assessable because it uses student research portfolios, publications, and conference presentations. It is meaningful because it measures the number of student research projects produced each year that demonstrate students' ability to collect, validate, analyze, and evaluate information for its reliability and truthfulness.

Objective Three: Students will establish a pattern of learning that prepares them for a life-long learning journey.		
	Indicator	Desired Outcome
1	Students will establish habits of seeking knowledge through reading, analysis, and critical thinking	Continual improvement
2	Academic progress and graduation rates	Continual improvement
3	Student-athlete academic success	High achievement and increased number of academic awards
4	Students will develop patterns of learning about the world they live in by attending concerts, exhibitions, public lectures, and museums	Increased average attendance

Rationale

Indicator one is assessable because it uses a variety of course assessments that will be identified and/or developed. It is meaningful because it measures students' ability to establish habits of seeking knowledge that will prepare them for learning throughout their lifetime.

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

Indicator four can be assessed using attendance records and student self-report data comparisons from the freshman (CIRP, YFCY) and senior (CSS) years. This indicator is meaningful because in a liberal arts institution, learning is recognized to include the artistic and other cultural events.

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

Rationale

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

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

Rationale

Indicator one assesses disciplinary achievement using a variety of field-specific tests for certification and professional licensure (Praxis for Education Department) and exit achievement exams (ETS major fields tests for the Biology, Business, Chemistry, Computer Science, History, Mathematics, Music, Physics, Political Science, and Psychology Departments). At the graduate level, the Peregrine Exam is used in the MBA program. This indicator is important because it measures students' ability to meet "industry" standards for academic skills and knowledge within their discipline.

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

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

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

Rationale

Indicators one and two are assessable because they utilize the quantity of faculty and student publications, presentations, and performances, as well as the percentage of individuals on campus engaged in such activities. They are important because they measure the breadth and scope of scholarship and other creative activity at the University.

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

Core Theme Three: Community

NNU is a community of faith and learning whose members teach, challenge, and encourage each other to grow intellectually and spiritually. We believe that education flourishes in community through co-curricular learning and living experiences that enrich and reinforce academic learning. Indeed, neither the process of transformation nor the robust exploration of truth claims should occur in a vacuum. Community forms, reinforces, corrects, and propels our academic endeavors.

Establishing and maintaining healthy relationships within a university community is a constant challenge. Students, faculty, and staff are intelligent people with passionately held beliefs. It is the goal of our community to understand our differences and be strengthened in our diversity.

Objective One: Students, faculty, and staff will establish and maintain healthy relationships where people who hold diverse points of view are valued.		
	Indicator	Desired Outcome
1	Students, faculty, and staff perceive that they are valued members of the NNU community	Continual improvement in perception scores
2	Student retention rate	Annual improvement in retention rate
3	Breadth of geographic and international backgrounds of students	Increase the percentage of out-of-region and international students
4	Diversity of faculty and administrators in ethnicity, age, and gender	Increase diversity

Rationale

Indicator one is assessed using a variety of survey instruments that measure student, faculty, and staff perceptions of their degree of connectedness to the University. The University is in the process of developing an Institutional Ethos Assessment that will be administered to faculty, staff, and students

and provide a means for assessing this indicator. Additionally, the YFCY, CIRP, and CSS provide useful data. This indicator is important because it measures the degree to which individuals perceive that they are valued and involved in the life of the institution.

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

Indicators three and four are assessable using currently available demographic data that includes the geographic and international backgrounds of students, as well as the generational and ethnic backgrounds of faculty. These data are important to NNU because we value diverse cultural points of view and the richness they bring to the learning community, and this information helps us track the efforts we have been making to increase diversity on our campus.

Objective Two: Students, faculty, and staff will develop and consistently participate in appropriate Christian practices.		
	Indicator	Desired Outcome
1	Students, faculty, and staff report regular church involvement	Increased number reporting regular church involvement
2	Students, faculty, and staff report consistent practice of personal devotional activities	Increased number reporting consistent personal devotional activities
3	Number of faculty and administrators' participating in sabbatical programs	Increased number of faculty and administrators taking sabbaticals

Rationale

Indicators one and two are assessed using surveys of Christian practices for students, faculty, and staff. Indicator three is assessable because it tracks the number of faculty and administrators who take sabbaticals. All three indicators can be part of the information received in the existing faculty and administration self-evaluation and review process. They are important because they measure the degree to which students, faculty, and staff participate in Christian practices valued by the University.

Objective Three: Students, faculty, and staff will learn how to live balanced lives of personal integrity, stewardship, and accountability.		
	Indicator	Desired Outcome
1	Students, faculty, and staff report personal habits consistent with the lifestyle expectations of the University	Increased number

Rationale

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

our lifestyle commitments. This indicator is important because it allows the University to measure the degree to which students, faculty, and staff embrace the lifestyle expectations of the University.

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

Rationale

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

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

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

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

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

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

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

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

Rationale

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

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

Core Theme Four: Service

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

We nurture students to creatively apply their knowledge, skills, and understanding to the problems they encounter, planting seeds of love in the culture in which they live. We want our students to know, understand, and experience the world and see themselves as God’s creative agents, using the fruit of their NNU education to bring a harvest of hope and healing, peace and justice, across the street and around the world.

Objective One: Students, faculty, and staff will apply their knowledge to engage in solving real-world problems.		
	Indicator	Desired Outcome
1	Students and faculty collaborate on projects in and out of class that address real-world problems	Increased number of projects and use of case study learning
2	Students, faculty, and staff are involved in service projects on and off campus	Increased number of projects

Rationale

Indicator one is assessable by collecting data from faculty about the use of case studies, laboratory exercises, internships, and community projects in their courses. Some undergraduate and graduate programs also require students to participate in trips abroad, providing students with opportunities to experience and address real-world problems. This indicator is important because it teaches students how to creatively engage the world, as well as preparing them for service.

Indicator two is assessable by collecting and tracking the number and nature of the service projects that members of this community participate in, including those initiated by the University as well as those they are involved in through community agencies and churches. Involvement in service is important because at NNU, we believe that it is a natural and important part of the life of Christians.

Objective Two: Students, faculty, and staff will engage in servant leadership roles in on-campus communities, their churches, and other organizations.		
	Indicator	Desired Outcome
1	Student, faculty, and staff involvement in servant leadership training	Increased involvement
2	Students, faculty, and staff serve in leadership roles on campus	Continual improvement
3	Students, faculty, and staff serve in leadership roles in churches and organizations locally, nationally, and internationally	Continual improvement

Rationale

Indicator one is assessable because it uses records of student, faculty, and staff participation in servant leadership training activities. It is important because it measures the degree to which campus community members are engaged in student leadership training.

Indicators two and three are assessable because they use records of students' service activities sponsored by Student Development and Campus Ministries (Bible study leaders, resident assistants, peer mentors, etc.), as well as faculty rank improvement portfolios. They are important because they measure engagement by tracking leadership roles that students, faculty, and staff assume on campus, in churches, and in organizations locally, nationally, and internationally.

Objective Three: University faculty, staff, and students engage the community by meeting the needs of people not otherwise affiliated with the University.		
	Indicator	Desired Outcome
1	Partnerships facilitated with non-NNU community members that encourage and promote involvement in campus events and activities	Increased partnerships and involvement by non-NNU community members
2	Student, faculty, and staff involvement in local community service projects	Increased involvement
3	Number and range of communities, individuals, and agencies served	Continual improvement
4	Number and quality of campus outreach ministry projects and mission trips	Continual improvement

Rationale

Indicator one is assessable because it tracks the number of partnerships facilitated with non-NNU community members that encourage them to be involved in campus events and activities. This indicator measures the degree to which the University reaches out to the NNU-community and invites them to participate in the life of the University. It is important because we value partnerships, both for opportunities to serve, but also to learn from and be good citizens in our community.

Indicators two, three, and four are assessable because they collect and track readily available data from Student Development, Campus Ministry, and faculty program sponsors. They are important because they measure the degree to which members of the campus community are engaged in meeting the needs of people not otherwise affiliated with the University by tracking student, faculty, and staff involvement in community service projects, campus outreach ministry projects, and mission trips, as well as the number and range of communities, individuals, and agencies served.

CONCLUSION

As Northwest Nazarene University lives into its mission, core themes, and objectives, we will continue to reflect on both their articulation and their efficacy. Some of the assessments indicated above are well-defined with data being routinely collected and used for making decisions. Other components of this report are newly described in the barest of outlines. As we move through the first year of the new accreditation process and begin to collect the data outlined above there will almost certainly be change. We may find that our objectives need to be restated, or that our assessments don't provide the data we anticipated.